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PROFESSIONAL SOCIALIZATION OF PHYSICAL EDUCATION TEACHERS

by

HAYDEN POWER

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE DEGREE
OF MASTER OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION

EDMONTON, ALBERTA
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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Professional Socialization of Physical Education Teachers submitted by Hayden Power in partial fulfilment of the requirements for the degree of Master of Arts.

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ABSTRACT

This study sought to discover whether the professional socialization of physical education teachers in a particular socialization context, inculcated attitudes which differed from those which were expressed during the first year of the formal training period. The phenomena to which these attitudes were related was the desirability or lack of desirability of intensive competition for children between the ages of six and twelve years. This phenomena was selected, as professional journals, physical educators and writers in related areas have expressed the belief that persons who have successfully undertaken physical education training, will be better equipped to guide this type of competition in a direction which is desirable, or in the best interests of the children involved.

An attitude scale designed by McCue (1951) and revised by Scott (1952) was used to determine and compare the attitudes of four groups towards intensive competition for this age group. The four groups comprised the entire population of students enrolled at the University of Alberta in the first and fourth years of the Bachelor of Physical Education program, graduates of this program enrolled in the Professional Diploma After Degree program and physical educators who had completed these two programs and who had been teaching physical education for three to five years for the Edmonton Public School and Separate School Boards.

The results of this study indicated the validity of the assumption, that the attitudes of physical educators towards an important issue such as intensive competition for children between the ages of six and twelve years, do differ at varying stages of professional socialization. These differing attitudes at four stages of professional socialization may indicate a change of attitude as a result of this process. This is dependent upon the validity of the assumption, that the social milieux in which the socialization took place was relatively constant over a period of nine years. The differences in attitudes between the four groups, affirmed the inference of the profession, that physical education training results in attitude changes which subsequently could render these individuals more suitable to supervise, coach and administrate intensive competition situations for children between the ages of six and twelve years.

The results indicated, that having completed the formal training phase, the attitudes reverted towards formerly held attitudes, although the influence of this phase of socialization remained evident. Hence, the inferences of the profession as to the necessity for professional training were shown to be valid, although the degree of internalization of the role and its manifestations in the form of attitudes, were apparently not substantial.

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CHAPTER I

INTRODUCTION

I. INTRODUCTION AND IMPORTANCE OF THE STUDY

Organized competitive sport of an intensive nature for elementary age school children has developed over the past twenty years. With the continuing growth in this area of competition, much controversy has arisen regarding the benefits and/or disadvantages of participation, for children aged six to twelve years. The proponents claim that it is a valuable and worthwhile experience, while the opponents believe that it can have adverse affects physiologically, psychologically and in the area of social and emotional development. Amongst the opponents and proponents are physical educators, a group of professionally trained persons whom could well be expected to promote such competitive sport. Physical educators who oppose such competition agree that the dangers are not necessarily inherent in the organized sports competition, but rather, exist in the emphasis placed upon competition by the organizers, coaches and parents. Consequently, the physical education profession has developed guidelines for competitive sport for this age group, such as those produced by the American Association for Health, Physical Education and Recreation's Committee on Athletic Competition for Children of Elementary and Junior High School Age (1968). One guideline which appears to be common to all guidelines proposed by physical educators, is that the organizers, supervisors and coaches should be trained personnel, a belief which assumes that such persons will have the knowledge and desire to direct the emphasis of the competition in a desirable direction.

In considering the effects of participation in organized competitive sport on the development of the participants, this guideline assumes that professionally trained physical educators' value orientations will be such that they will pursue objectives which are considered to be educationally desirable. Furthermore, this guideline implies that physical education training will be effective in ensureing that all members and aspiring members of this profession will acquire these desirable attitudes, rather than accepting adult societal values which will emphasize skill, winning and a degree of professionalization (Webb, 1968). This raises a basic ideological question as to the functional or dysfunctional effects of both approaches to childrens' competitive sport. Specifically, the question is, whether participation should prepare children for society by the acquisition of the dominant adult socio-cultural values in achievement oriented societies, or whether they should acquire those values which the physical education profession consider, by implication, to be worthy and desirable for children.

The literature suggests that trained physical educators should be involved in supervision, administration and coaching of competitive sports rather than untrained persons. One assumption upon which the suggestion is based, appears to be that trained persons will encourage a more educationally desirable competition, and foster and develop attitudes towards competition which they consider to be acceptable for children. The implication of such a belief is that the professional socialization of physical educators will ensure that they acquire and maintain these educationally desirable attitudes.

The investigation sought to discover whether the attitudes of physical educators, at varying stages of professional socialization, differed towards intensive competition for six to twelve year old children. If differences exist, the beliefs of the profession that professional socialization will result in an individual expressing attitudes which are different from those he expressed prior to his professional socialization, will be supported.

II. THE PROBLEM

The purpose of this study was to discover whether the process of professional socialization of physical educators effected changes in attitudes of persons experiencing and having experienced this process. To determine this, the attitudes towards intensive competition for children aged between six and twelve years in four groups of persons, each at different stages of professional socialization in physical education, were obtained. Specifically the problem was to discover:

1. The attitudes of the four groups.

2. The differences in attitudes, if they existed, between the four groups.
3. The differences in attitudes, if any, between males and females within each group.
4. The differences in attitudes, if any, of the males in the four groups.
5. The differences in attitudes, if they existed, between the females in the four groups.

III. DELIMITATIONS

To enable the problem to be of a workable nature it was necessary to delimit the study in several ways. An attitude survey was carried out, which was designed to acquire the respondents' attitudes to a number of factors related to intensive competition for children aged six to twelve years. The delimitations were such that the respondents were the male and female populations of four groups, three being student groups at the University of Alberta, and the fourth a population of physical education teachers. The first group were first year Bachelor of Physical Education students, the second group were fourth year Bachelor of Physical Education students and the third group Bachelor of Physical Education graduates undertaking the Professional Diploma After Degree program in the Education Faculty. A fourth group of respondents were teachers employed by the Edmonton Public School Board and the Edmonton Separate School Board, who had completed the Bachelor of Physical Education Degree and the Professional Diploma After Degree program at the University of Alberta, and who had taught continuously since graduating for a period of three to five years. Consequently, the conclusions made in this study related only to these selected populations.

IV. LIMITATIONS

The respondents in this survey were not assumed to be representative of all physical educators at varying stages of professional socialization, as it was restricted to students at the University of Alberta, plus graduates of the University of Alberta, teaching in the Edmonton area. The results therefore, were not generalized to other similar institutions of professional preparation, nor to teachers of physical education in other areas.

Although the study involved the entire population of each group, the response rates varied, the highest being 84 percent and the lowest 53 percent. The results obtained therefore, could have been influenced by the nature of the response rates in each group, with a subsequent biasing of the results.

Basic to this study was the underlying assumption, that the social milieux in which the physical educators were socialized was constant over a period of nine years. This assumption included a constant policy within the two faculties concerned at the University of Alberta with regard to the objectives of their professional training; a similar constancy of staff attitudes towards the issue of intensive competition; and an unchanging policy within the two school systems.

V. DEFINITION OF TERMS

Socialization. Socialization refers to a process of critical importance to the individual and society, as it involves the interrelationship between the individual and society. From the perspective of sociology, socialization relies upon the understanding that human behavior is dependent upon the culture with its values, beliefs and norms. Each individual must learn appropriate ways of behaving, which are culturally prescribed.

Basically, socialization can be considered from two perspectives. Firstly, the development of the individual's personality and human nature in relation to society. Secondly, how society is carried on as a system, as each new born child is a potential disruptive element and must learn to act in many ways, dependent upon the culture into which he is born.

Intensive Competition. Intensive competition refers to a continuous program with other teams, which follows a regular schedule and which is terminated with a championship.

Professional Socialization. Professional socialization includes all of the formal education and influencing factors, both during the period of training, and after graduation, as a member of a profession.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the related literature has been divided into four main areas: the advantages and/or disadvantages of intensive competition for the child between six and twelve years; the influence of intensive competition upon the socialization of children; evidence which previous research has provided in the area of occupational or professional socialization and the influence of the structure of the situation in which the individual is employed.

I. THE ADVANTAGES AND DISADVANTAGES

In considering the evidence relating to the advantages and disadvantages of intensive competition for children between six and twelve years of age, it becomes apparent that this presents a complex task. A child can be considered from varying perspectives in relation to this type of competition, with its implications of strenuous physical activity. These perspectives are represented by the disciplines of physiology, psychology, philosophy and sociology. It is necessary, therefore, to further divide this section into the physiological evidence and the psychological/philosophical/sociological evidence.

Physiological

Initially, a distinction must be made regarding the nature of physical activity. The nature of this physical activity ranges from the spontaneous play of children, to highly organized sports competitions between children. The necessity for distinguishing between the types of activities, becomes apparent when surveying the research in this area, as many researchers reach conclusions which are not comparable, as a result of their differing views of activity, its intensity and the situation in which it takes place.

The two broad areas of research which are apparent in the literature are represented by those investigators who are concerned with the effects of exercise and competitive athletics upon physical growth (DeLotto, 1954; Erikson, Thoren, Engstrom and Karlberg, 1967; Espenschade, 1960, 1963; Lowman, 1947; Malina, 1969; Morse, Schultz and Casseles, 1948; Rarick, 1960; Row, 1933; Shuck, 1962). The second broad area of research is related to those investigators who have been concerned with the possibility of injury and the subsequent effect upon growth and development (Adams, 1965, 1966; Eichenlaub, 1954; Hale, 1961; Karpovich, 1937; Krogman, 1955; Larson and McMahon, 1966; Rochelle, Kelliher and Thornton, 1961; Wilgoose, 1959). Other researchers have considered the closely related domain of the physiological effects of exercise and competitive sports, although not relating these effects directly to growth (Astrand, Engstrom, Erikson, Karlberg, Nylander, Saltin and Thoren, 1963; Dellastatious and Cooper, 1970; Seham and Seham, 1923A, 1923B, 1923C).

In order to consider the effect of exercise on growth and

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development of children, it is necessary to determine the factors which exist for the potential of human growth. These factors are heredity and environment. Nutrition is perhaps the major environmental influence which can effect growth; this is simply illustrated by the increased height and weight of children in present day populations over children of an earlier generation. During the two world wars, children in Germany were found to be slightly smaller than those who grew up between the wars, a phenomena which has been explained by inferior nutrition (Rarick, 1960).

It has been contended that physical activity stimulates growth (Espenschade, 1960). The critical question however, is the amount of activity which is required for optimal growth, a question which at this time has not been answered (Rarick, 1960). The contention that physical activity stimulates growth is based on the fact that

> Optimal growth depends on the coordination of genetic and environmental components. The homeostatic mechanisms, "the wisdom of the body", maintain the constancy of the internal environment so that the body cells function normally. The balance is maintained by a series of physiologic successions which may fluctuate within narrow limits (Malina, 1969, p.16)

Intensive physical activity influences the homeostatic physiologic equilibrium and results in changes in the circulatory, respiratory, metabolic, thermal and chemical responses, all of which are measurable (Malina, 1969).

The question still remains as to the amount of activity which is required to stimulate growth. It is known through the observation of animals and human beings, that activity increases such measurable components of physical fitness as strength and endurance. Some investigators believe that critical periods exist in which the growing body is "more sensitive to the growth stimulating effects of exercise programs (Malina, 1969, p.24)." It is however, not known where these periods occur, if they do exist.

The second broad area of research, which has been stimulated by the concern with injuries which are sustained from participation in intensive competition, and the subsequent effect on growth and development, is similarly inconclusive. The major interest of researchers has been in the area of epiphyseal damage, as this condition often goes undetected and effects normal growth. Some researchers, investigating the question of injury, such as Skubic (1956) and Hale (1961), failed to mention epiphyseal injuries. As epiphyseal damage is usually diagnosed only after a clinical examination and Xray, many such conditions go undetected (Adams, 1965).

Epiphyses are liable to injury during growth periods and researchers have contended that children should not participate in sports which render them vulnerable to such injuries (Adams, 1965, 1966; Krogman, 1955; Larson and McMahon, 1966). Adams (1965) found that all eighty baseball pitchers examined in an investigation had "Some degree of accelerated growth, separation and fragmentation of medial epicondylar epiphyses (p.127)." Lawson and McMahon (1966) found, that of 1338 consecutive injuries found in children and which were the result of competitive sports, in the age group, fifteen years and younger, six percent of the injuries were epiphyseal. Other researchers however, such as Lowman (1947) have based their conclusions as to the risk of epiphyseal damage upon opinion only.

It is apparent that the majority of epiphyseal injuries which have been investigated, are those which are the result of baseball pitching, while a lack of evidence exists pertaining to such injuries in other situations. As most epiphyseal injuries are amenable to treatment, careful supervision and examination of children participating in physical activity is desirable (Adams, 1965).

In contrast to this concern with regard to epiphyseal damage, Hale (1961) found no injuries of this nature in surveying 771,810 little league baseball players. Despite this finding it appears that epiphyseal damage can occur and children participating in physical activity should be observed carefully.

A third concern of researchers has been the physiological effects of exercise upon children. The most prominent concern which appears in the literature is that of the risk of damage to the child's heart (Check,1970). It has been suggested that the heart, at the age of seven years, develops at a slower rate than the remainder of the organism and therefore can be easily damaged (Check,1970). Karpovich (1937) maintained that this belief is based upon a misinterpretation of the effect of the "Apparent discrepancy between the growth of the heart and the aorta, and the pulmonary artery (Karpovich, 1937)." Karpovich (1937) concluded that warnings of the dangers for children should be disregarded. Similarly, regarding the effect of endurance, Dellastatious and Cooper (1970) stated that "Astrand has said that as the aerobic capacity is relatively as great for younger children as for male adults, the children should be capable of doing prolonged exercise(p.5)." It would appear therefore, that the concern that children between the ages of six and twelve years will cause damage to their hearts through strenuous activity, is unfounded.

Having considered the literature within the area of physiological effects of strenuous activity on children, it is apparent that the developmental pattern of the child and the subsequent needs and characteristics of the children should be considered (Bucher, 1971). Consequently, it is a logical assumption of the physical education profession to suggest that trained personnel should be involved in the coaching and organization of childrens' competitive sports.

Psychological/Philosophical/Sociological

Prior to examining the advantages and/or disadvantages of intensive competition in sport, for children between the ages of six and twelve years, it is essential to consider the term sport, as it is in one's concept of sport that conflicting opinions and evidence are frequently based. Sport has many connotations and it would be quite futile to compare and contrast evidence and opinions involved in this issue, which have their beginnings in differing concepts. Sport can vary from spontaneous games played by children, through a range of levels of organization to the entertainment/show business enterprise of professional sport. These varying levels of organization relate to the objectives of the persons involved in the sport, the participants, coaches, organizers and other interested groups. Smith (1973) has categorized sports environments by utilizing participant objectives which provide four broad levels of environment; recreation, competitive, sports excellence and professional. Much of the criticism made of competitive sport for children could well be explained by the organizers, administrators, coaches and parents having expectations of objectives for the children, which are neither desirable at their stage of development, nor in fact are the objectives of the children.

It is necessary therefore, to educate parents and coaches as to what constitutes desirable competition for this age group. This is not a replica of professional sport, which, contrary to Smith's (1973) contention, would appear to have a deleterious effect, as children model themselves on various individuals in professional sport. This results from the exploitation of both sport and participants, by over emphasis on the part of the media. Sport for this age group can be competitive provided that the children are prepared physically and emotionally for it, and that adults who hope to gain some advantage or vicarious pleasure for themselves are not involved.

As competition is such a basic and strong expectation in our culture it would be unrealistic to ignore and deny its existence in children's sport, as the sports environment is only one of the many in which this competitive role is manifested.

Invariably critics of competitive sport for children, use as their example the adult dominated organizations, such as little leagues, and the emotional and psychological strain which is imposed upon the participants. This apparently valid criticism is supported by much evidence (Check, 1970; Bucher, 1957; Autrey, 1957) and an even greater body of opinion. These leagues are undesirable environments for competition for children, but as already mentioned, this cannot be generalized to all sports environments.

In conclusion, the issue of competitive sport for children is a complex one with many factors involved. The development of such competition in little leagues and similar organizations, appears to reflect the goal orientation of society. As the societal value of goal orientation has spread to children's sport, rather than ignore or reject this phenomena, the physical education profession maintains that physical educators should become involved to create a desirable situation in which the competition can take place.

II. INFLUENCE OF INTENSIVE COMPETITION ON SOCIALIZATION OF CHILDREN

Individuals learn to play roles which have the expectations of achieved or ascribed statuses. These roles are learned from societal agents such as parents, teachers, peers and relevant others. Socializing agencies in social systems, schools, family, peers and the media have sets of norms, values and beliefs which are observable in the behavioral manifestations of a particular role. These behavioral manifestations or role expectations, therefore, reflect the attitudes and values internalized by the individual in a particular situation. It is the degree to which children who participate in intensive competition acquire the attitudes and values which is uncertain.

Kenyon (1968) suggested that there are two ways in which this phenomena can be viewed; the ways in which a person is socialized into a sport or a sport subculture, and the ways in which sport influences socialization into society. It is the latter view which is particularly significant in this study, a view which Kenyon (1968) considered as an area to which physical educators refer when the sociological benefits of sport are discussed. This is more precisely, the social development acquired through socialization by participation in competitive sport.

Numerous studies, the majority of which investigated high school children have been carried out, in which participation in sport has been found to have a positive relationship with social adjustment. Biddulph (1954) found that high school boys of high athletic achievement showed a significantly higher degree of social and personal adjustment, as compared with those students who were ranked lower in athletic achievement. Also, Cowell (1960) reported, that as culture demonstrates the values of our society, and that children learn from interaction in various places, the playing fields and gymnasiums being two, teachers can influence values that are involved in these situations. Cowell (1960) therefore concluded, that teachers can influence childrens' attitudes and values.

Cowell and Ismail (1962) found that boys who had high scores on physical measures were more likely to be potential leaders and to be well adjusted socially. Furthermore, Sperling (1942) reported that athletes had a higher degree of ascendancy and extroversion, while non-athletes were more aesthetically and liberally minded. In conclusion, Sperling (1942) suggested that participation in physical education activities results in the development of a more socially desirable personality.

McGraw and Talbert (1953) investigated the relationship of sociometric status and ability in physical education activities and found it to be moderately high. They concluded that encouraging sports participation aided in improving social status. Other studies have found a correlation between achievement in sport and social adjustment, as a result of the high status placed on athletic achievement in interscholastic athletics (Coleman, 1965; Friesen, 1967).

Schafer and Armer (1972) suggested that successful sports participation appeared to increase confidence as a result of the social esteem gained and that this was transferred to other areas of study. Schafer (1971) believed that American education is an enculturation process and that interscholastic athletics are a social mechanism for guiding students into "the values, norms, beliefs and patterns of behavior of society through overt and covert teaching (p.6)." Schafer (1971) reported that athletics develops goal orientation in youth, therefore having an unfortunate influence, as participating for enjoyment becomes less important, with the result that fewer participate. Sport, Schafer (1971) considered, had a conventionalizing effect as coaches usually are conservative in their attitudes and values.

This relationship between sports participation and social adjustment does exist, but the nature of the relationship is not clear. Research in this area of the values, beliefs and attitudes which are attributed to participation in sports, being the behavioral manifestations of roles, provides conflicting evidence and in general appears to demonstrate positive correlations between variables without indicating a cause and effect relationship. It is not discernible therefore, whether a boy developed particular social values and beliefs as a result of participation, or whether individuals participate in such activities because they already possess these traits. A longitudinal study of twins, with one child participating in sport and the other not participating, would appear to be the only way in which this question could be resolved.

A degree of confusion arises amongst physical educators when suggesting that sport provides a situation in which individuals learn various roles. Sport has the conditions for socializing individuals into such specific roles as player, official and spectator, whereas many physical educators have considered sport as being capable of socializing individuals into more diffuse roles such as good citizen, responsible individual and fair player (Kenyon, 1968).

The acquisition of diffuse roles appears to be dependent upon the quality and type of situation in which the interaction takes place. Snyder (1970) has suggested that there is a greater likelihood of this occurring where the degree of involvement is high, the activity is voluntary and the relationship between the individual and the socializing agents is expressive; an expressive relationship being satisfying in itself and allowing for intimate communication. Snyder (1970) also believed that if the socializing agent is "prestigeful, powerful and effective (expressive) and rewards and punishments are great (p.4)", there would be a greater chance of the individual acquiring diffuse roles.

Organized competitive sport for elementary school aged children, appears therefore, to have the necessary qualities which Snyder (1970) described, to influence the socialization of the child in the internalization of diffuse roles. Physical educators therefore, consider that persons with professional training in physical education should be involved in junior leagues to ensure that desirable social behavior is encouraged and learned.

The American Association of Health, Physical Education and Recreation's, Committee on Athletic Competition of Elementary and Junior High School Age (1968), amongst their guidelines suggest that organizers, supervisors and coaches should be trained personnel. Physical educators during their training, acquire knowledge of growth and development, physiology, sociology and areas which are relevant to an appreciation and understanding of children's participation in competitive sport. The assumption can therefore be made that these persons are the most suitable agents of society to organize, supervise and coach children's competitive sport.

Individual physical educators also have made similar statements. Skubic (1956) suggested that officials and coaches should be trained to enable them to work effectively with younger boys. Others also have stated that those adults involved in junior leagues should be professionally trained physical educators. Hein (1957) considered that amongst the criteria necessary for suitable sports programs, professional leadership is desirable. In addition, other assistants should be supervised and shown the appropriate emphasis which should be placed on the competition. Manlay (1957) believed that physical educators must become involved in this type of competition to change and improve it, while Bank (1957) suggested that as competitive sports programs for elementary school age children do exist, physical educators should utilize their knowledge to ensure that they are conducted on a sound basis for the benefit of the children. Bank (1957) concluded by stating that then "We will know that these programs are conducted under the proper principles of supervision (p.58)."

In a similar vein Hughes (1950) maintained that "The best coaches, i.e., the best for boys and girls, are real teachers and leaders who have been professionally trained as such (p.23)." Bula (1971) considered that as young children are going to participate in competition, it must become the concern of the physical educator to provide guidance and supervision. Similarly, Dowell (1971) in providing a number of guidelines for the desirable participation of children in competitive physical activity, contended that the coaches should be well qualified professional leaders.

Furthermore, in summarizing issues involved in competitive sport for children, the Journal of the American Association for Health, Physical Education and Recreation (1957) considered that specialists who understand children, rather than ex-professional sportsmen, business firms and sports enthusiasts, should supervise, coach and administer. Autrey (1957) appears to have adequately summed up this belief by stating that:

> The high pressure conduct of these activities by untrained adults, using adult standards and requiring adult responses of children whose physiological and emotional maturity is incapable of such, is definitely not educationally sound (p.59).

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Despite this conflicting evidence, it appears that the majority of physical educators agree with the notion that professionally trained physical educators should be involved in the organization, supervision and coaching of competition for elementary school age children. This belief is based on the assumption that a more desirable form of competition will be evolved. Furthermore, it assumes that the beliefs and attitudes acquired through diffuse roles learned will be more desirable than those learned if persons untrained in physical education administer and coach the children.

Scott (1953) carried out a study to discover the attitudes of parents, teachers and administrators, to competition in elementary schools and found that the majority of each group were in favor of competition. Scott (1953) also found that teachers favored competition more than administrators, that men favored it more than women, and that respondents with experience in competition favored it more than those without experience.

Volunteer coaches apparently have a professional orientation towards highly organized competitive situations, in addition to perceiving other coaches in the same league as having similar orientations (Albinson, 1973). Albinson (1973) maintained that the coach is the influencing factor upon the increase of attitudes of professionalism with age. As the orientation to professionalism increases with age (Webb, 1968), Albinson (1973) suggested that the physical education teacher also provides an influencing effect. This occurs as a result of the physical education teacher in schools performing coaching duties, with a subsequent attaching of importance to win/loss records. Hence, the longer that children are exposed to physical education classes the more professional will their attitudes become to competitive sport. This contention is supported by the expectations which the public have of the physical education teacher and his program. In a position paper relating to physical education and competitive sports, The Elementary and Secondary Physical Education Curriculum Committees of the Alberta Department of Education (1972) stated that:

> The public of some schools tend to evaluate the physical education program by success in interschool competition rather than by the extent to which educational objectives are achieved in the total physical education program. This might be expected because the public is apathetic to physical education and lacks both information and evaluation criteria (p.5).

It would appear therefore, that the value orientations held by physical educators towards intensive competition may not coincide with the expectations which the school and the public have of them. This assumes that the orientations of physical educators are in fact those which the profession deems to be desirable.

Having considered this related literature, it appears necessary to discover the validity of the assumptions of the majority of physical educators, that trained personnel through their professional socialization, acquire attitudes towards competition for this age group which are considered desirable.

III. PROFESSIONAL SOCIALIZATION

There is a lack of literature pertaining to the professional socialization of physical educators, the majority of whom aspire to, and obtain employment teaching in schools. Correspondingly, there is a lack of information relating to the attitudes of physical educators, at varying stages of professional preparation, towards intensive competition for elementary school age children. As occupational socialization, or the subgroup of professional socialization, is concerned with "the process whereby the recruit comes to learn about and internalize the culture of the profession he has elected to enter (Western and Anderson p.96)" a review of the literature, although not specific to physical education will provide the required background to this area. Although the skills, values, norms and beliefs differ between occupations, the theory acquired through research will be relevant.

The roles which individuals must acquire to learn the skills, attitudes and beliefs of an occupation are extremely important to both the individual and society. Occupational socialization, however, does not appear to have aroused the same degree of interest in relation to its significance, although it challenges the family and the school in terms of influencing life styles (Moore, 1969). Little attention, in fact, has been given to adult socialization or occupational socialization (Moore, 1969; Preiss and Ehrlich, 1966).

Individuals choose an occupation and internalize the role, which is defined as appropriate by society, the occupational milieux and the training institution for the occupational status. If sufficiently internalized, this role can influence the personality structure of the individual (Rosenberg, 1957).

Occupational socialization occurs in two situations; formal training and as an active participant in the occupation (Pavalko, 1971). This area of socialization, as in all other areas of socialization, may be both unconscious and unintended as well as intentional and explicit. However, as occupational socialization is an important area of the phenomena of adult socialization, there are certain characteristics which are not found in childhood socialization. New roles must be learned, old roles must be " unlearned ", existing roles must be extended, all of which will result in conflict for the individual with regard to norms, values and beliefs (Pavalko, 1971). In addition, adult socialization takes place in a voluntary situation whereas childhood socialization involves a more compulsory orientation.

Western and Anderson (1967-68) in a longitudinal study designed to discover the way in which students in university faculties acquire the role necessary for participation in their profession, referred to three broad areas of professional socialization. There were the pre training phase, the formal training phase and the post training period, which correspond to Pavalko's (1971) categories of anticipatory socialization, occupational socialization during formal training and socialization after training.

During the anticipatory period of socialization, the individual socializes himself on the basis of his assumptions concerning the role in the group. Relying upon previous contact with the occupation in the form of role models, those values which are acquired "may represent lay ideas about the profession rather than actual professional values (Western and Anderson, 1967-68)." This appears to be relevant to physical educators, who, as Albinson (1973) and The Elementary and Secondary Physical Education Curriculum Committee of the Alberta Department of Education (1972) maintained, are judged on their success as coaches of school teams. The physical education teacher therefore, could well be acting as a role model of a coach, supporting a professional orientation to sport in those school students aspiring to become physical educators and who accept these values as highly significant to the profession. Therefore, the values of aspiring physical education students upon entering the formal training period, will be dependent upon the values manifested in the role model of the physical educator with whom they have contact. In addition, anticipatory occupational socialization also occurs during training, as students are influenced by role models of more senior students and staff.

Implicit in this perspective of occupational socialization is the theoretical framework of symbolic interaction, in which the individual takes into account in his behavior, the expectations of others.

An individual's self concept, therefore, reflects the conception others have of him, occupational self concept being a result of interaction with significant others such as peers and professors.

Reference groups are also highly significant agencies of socialization, several ways existing for the viewing of them (Pavalko, 1971). Amongst these significant reference groups are the occupational group which the person desires to join and from which he consequently desires acceptance. Also, during training, members of the occupation act as a normative reference group ensuring that desirable norms are set and enforced, while teachers and peers represent a comparative reference group used by the person to judge where he stands in his development towards occupational expertise and acceptance (Pavalko, 1971).

The period of occupational socialization during formal training has been investigated; the studies of Merton (1957) and (Becker, Geer, Hughes and Strauss, 1961) in the socialization of medical students providing illuminating, although conflicting pictures. Becker et al., (1961) maintained that medical students do not take on the professional role while they are students, as the system fails to allow this by denying students' responsibility. The medical student is kept in a position where he is obliged to prove himself through examinations and knowledge (Becker et al., 1961). Becker et al., (1961) considered that the medical student begins his formal training with idealism as a result of anticipatory socialization, but as he discovers his inability to acquire all the knowledge presented to him, he becomes cynical and passing examinations becomes his objective. As graduation approaches, Becker et al., (1961) discovered, the student returns to a more enlightened and knowledgeable form of idealism. The medical school, in this context, provides the basic skills and competencies to enter the profession, whereas membership of the profession is necessary to become a fully socialized and competent physician. Bloom (1965) considered that the medical school, in this situation, was an adjunct to the profession.

Merton's (1957) study, however, interpreted the status of the medical student as that of a junior colleague, moving along a gradual progression to becoming a physician, with the medical school providing a gradual acquisition of appropriate values and attitudes. Bloom (1965) considered that Merton's (1957) perspective presented the medical school as producing a competent physician and hence representing an integral part of the profession. These differences of situation which Merton (1957) and Becker et al., (1961) presented, illustrate the varying socialization contexts which are possible, particularly in professional socialization. Individuals become socialized in differing ways as a result of the differences in the structure of the social settings in which they interact (Wheeler, 1966). This factor would render doubtful, the validity of generalizing norms, values and beliefs from one training institution to another; a factor which would appear to be particularly relevant to the field of physical education as training institutions vary in their objectives from the teacher training of physical educators, to the training of professional physical educators who may aspire to varied forms of employment, to the study of physical education as a discipline. The cultures of these various institutions will be reflected in the values and beliefs expressed by their students and graduates, which vary according to the culture of the institution in which they were acquired.

The occupational socialization of individuals in a particular institution does not achieve the same characteristics for each individual. As Anderson and Western (1967) stated

> Not all individuals exposed to the same situations, however, acquire identical characteristics for it is considered that these are due to the nature of the individual's initial predisposition as well as to his environmental experiences (p.67).

Despite this, aspirants to an occupation are subjected to a selection process in terms of skills, abilities and beliefs. Therefore, the individual brings certain characteristics with him which combine with what members of the occupation desire as an end result (Pavalko, 1971). This process does not always achieve its aim of bringing about changes considered to be desirable. Both success and failure are to be expected.

Upon successfully completing the period of formal training the individual undergoes further occupational socialization as a member of the particular occupation. A variety of controls exist for the members of the occupation, the occupation itself acting as a normative reference group. These occupational controls exist in such forms as codes of ethics, licensing and occupational associations. The effectiveness of these controls relies to a significant extent upon the situation in which the individual pursues his occupation or profession. This factor is of particular relevance where considering physical education teachers, as they are employed to practice their profession within the bureaucratic structure of a school.

Physical educators receive their formal training, which is based upon the assumption that upon graduation they will enter the physical education profession. Therefore, they undergo a process of professional socialization which requires that certain normative expectations of the profession are fulfilled. On obtaining employment as teachers, physical educators are placed in a dilemma as a result of the bureaucratic structure of the school system. Hence, the post training period of professional socialization presents the member of the profession with a conflicting loyalty, between the profession and the organization. It is conceivable that the individual will respond in different ways, either by altering roles to fulfill the expectations of the organization; by identifying closely with the profession or by reaching a compromise at some point, between these two extremes. This is of importance when considering attitudes of physical educators towards intensive competition, as following a period of employment in a school, these attitudes could well change to satisfy the needs of the organization.

It is necessary to consider the terms profession, professionalization and bureaucracy. Professionalism can be conceived of as occurring in, and representing, varying understandings. Basically, professionalization implies the process of becoming a professional; undergoing appropriate socialization to be able to fulfill the normative expectations of a profession, or of a movement of an occupation towards the status of profession. Herein lies a complex problem of defining the terms professional, professionalism and professionalization, as each can be viewed from differing perspectives and interpreted according to varying models of society. For example, Greenwood (1966) pursued a functionalist approach in analyzing the elements of professionalization, while Johnson's (1972) analysis considered professionalism to be a form of control which was institutionalized. To enable a degree of clarification of these concepts it is necessary to briefly consider the historical development of professions, professionalism and professionalization.

Ben-David (1963-64) stated that there have been many histories of particular professions, but that it was not until the last thirty years that sociologists other then Weber, and a few others, have written about them as a group of occupations. Medicine and law are probably the most commonly recognized professions, and the analysis of occupations as to their claims to be a profession have been largely related to criteria extracted from these established professions. Johnson (1972) described this process aptly when he wrote

> Attempts to treat professions as unique are based on the assumption that there is some essential quality or qualities which mark off the professions from other occupations and provide a basis for a distinct body of theory and variant forms of analysis (p.10).

Furthermore, Johnson (1972) dismissed these trait and functionalist theories of professions and demonstrated that professions are not " an expression of the inherent nature of particular occupations (p.45)" but rather, an occupational control. Johnson (1972) developed his definition of professionalism and a profession on the basis that tension exists between the producer and the consumer, and it is through this occupational control that these tensions are resolved. Johnson (1972) perceived the consumers as having varying interests, a heterogeneous group susceptible to exploitation, although the degree to which they are exploited varies. In conclusion, Johnson (1972) presented three typologies of control: collegiate, patronage and mediative, and appears to imply that the occupational control of professionalism is tending to move toward mediative control, which reflects an increase of bureaucratization. Therefore, a decrease from such criteria as autonomy from outside control, which has often been assumed to be characteristic of professions, is occurring.

Wilensky (1964), eight years prior to Johnson's (1972) analysis, suggested that the belief that many occupations were becoming professionalized was an inaccurate observation, as few of these occupations would achieve the status and authority of the " older " professions. Alternatively, Wilensky (1964) maintained that these occupations were becoming professionalized within new structures which did not reflect many of the characteristics of the established professions.

Vollmer and Mills (1964) in response to Wilensky's statement, rejected his claim to the effect that it was invalid to suggest that everyone was becoming professionalized. Vollmer and Mills (1964) claimed that social scientists were using the concept of professionalization to attempt to discover how professional a particular occupation was, using it in a similar way as applying an ideal construct of bureaucracy to an organization to discover its degree of bureaucratization. To be able to apply the concept of professionalization, the term must be adequately defined as must the terms profession and professionalism. Vollmer and Mills (1964) based their definitions on the existence of characteristic elements of an ideal type of profession. This detracts from their argument, as apparently there exists little or no agreement amongst social scientists as to the identification of these elements. Also, which profession is an ideal type profession? From whose perspective should this ideal type profession be defined, that of the profession or the client? The tendency has been to accept law and medicine as the ideal types of profession; this practice however, does not seem valid, as these professions developed in a particular historical context and are themselves changing.

Johnson's (1972) concept of professions, professionalism and professionalization will be accepted. This analysis of the historical development, the altering responses of occupational control to societal needs and the evolving of differing structures of organization, presents itself as one which provides a logical and discerning means for analysis and is relevant to the physical education profession, particularly those who are employed as teachers.

In considering the term bureaucratization, it is first necessary to define bureaucracy. Weber (1958) first developed the concept of bureaucracy, a concept which has been further developed by later sociologists. Weber's (1958) concept was an ideal model which was typified by certain characteristics. In analyzing formal organizations, Weber (1958) perceived bureaucracies as having a non bureaucratic head who sets the rules and decides the goals. Furthermore, the bureaucrat is subject to formal authority and the bureaucracy is arranged in a hierarchy, each member having specific areas of competence. Also, the members are employed by contract, the position being acquired by competence with a salary allocated for each position in the hierarchy and promotion being based on seniority. Weber (1958) presented other characteristics, such as discipline, rationalism and highly regularized procedure and perceived bureaucracies as being a type of organization suitable for performing certain activities in an increasingly complex society.

Blau and Scott (1962) considered that the bureaucratic organization refers to the fact that organizations " generally possess some sort of administrative machinery (p.7) ". In a formally established organization " a specialized administrative staff usually exists that is responsible for maintaining the organization as a going concern and for co-ordinating the activities of its members (Blau and Scott, p.7) ". Therefore, in these terms bureaucracy refers to the administrative part of the organization.

Having briefly considered these concepts, the necessity to examine the relationship between professions and bureaucracies becomes apparent, as physical education teachers work in bureaucracies. Johnson (1972) suggested that professions are tending towards mediative control and that under state mediation type control of professions, " elements of the bureaucratic role become interwoven with the occupational role in service organizations, the result being a general dilemma stemming from the problem of balancing administrative and consumer needs (p.79) ". Wilensky (1964) similarly considered that an increasing degree of bureaucratization was occurring within professions and that the professional of the future will have both professional and non-professional orientations. This has, and will continue to lead to role conflicts for the professional, a result which Scott (1966) analysed in detail.

It would appear that the ramifications of the increased bureaucratization of professions can also be viewed from different perspectives. Wilensky (1964) considered that it has been assumed that bureaucracy and professionalism inevitably clash, the client orientation not being compatible with the professional orientation. Despite the increasing number of professionals working in complex organizations Wilensky (1964) maintained that " The crux of the issue of autonomy for salaried professionals is whether the organization itself is infused with professionalism (p.491) ". By this he was referring to the fact that large numbers of professionally trained employees, both professionals and managers, are required, in addition to a scarcity of the services provided by the professionals to enable the professionals to regain a professional orientation. Wilensky (1964) also maintained that bureaucracy weakens the service ideal more than it weakens professional autonomy. In addition, Wilensky (1964) proposed that occupations are not becoming professionalized but rather that different organizational structures are developing for these occupations from those of the established professions.

Abrahamson (1967) believed that a clash occurs between professionals and bureaucracies as a result of the career committment of the bureaucracy, and the involvement in, and obligation to work, of the professional. As a consequence, Abrahamson (1967) maintained that the service ideal acquired during professional training was contrary to the bureaucratic ideal. Abrahamson (1967) also considered that the coherence and identification of professionals as a group results in a horizontal, collegiate, authority which is in contrast to the bureaucracy's vertical authority.

Scott (1966) analysed bureaucratic and professional models, defining four areas of role conflict caused by the dual membership of the professional in his profession and a formal organization, and the different principles of organization involved in professions and organizations. Scott (1966) believed that to enable the organization to achieve its goals, it must have the power to select its recruits, a factor which produces difficulties as the professionals will require involvement in the selection of professional recruits which the organization demands. Difficulties also arise with regard to controlling of professionals in organizations, as their reference group is their profession. Therefore, it is apparent that the relationship involved is one between two institutions, bureaucracy and profession.

Scott (1966) continued by describing two models, one of bureaucracy and one of professions which he suggested are becoming more alike. To enable a task to be accomplished an individual can be trained with all of the basic skills so that he can perform all of the work. In addition, norms and standards can be inculcated so that the individual will control his own performance. This model of a profession differs from a bureaucracy, where the task would be divided up, individuals trained to perform each skill, and supervisors appointed to co-ordinate and control each part to enable the whole task to be accomplished. Scott (1966) argued therefore, that " the development of a division of labor among professional specialists represents a departure from the professional model in the direction of the bureaucratic form of organization (p.68) ".

Areas of conflict exist as two organizational forms exist within a single structure (Scott, 1966). The professional resists the bureaucratic rules; he rejects the bureaucratic standards, as his standards and norms were acquired in an institution other than that in which he is employed; he resists bureaucratic supervision which is a necessary part of the bureaucratic structure, and he remains basically loyal to his profession while being only conditionally committed to the organization (Scott, 1966). By contrast, the bureaucrat usually receives his training in the organization and therefore tends to lack the ability to question objectives; he has no other reference group beyond the organization in the area of his work; he has been trained in only part of the overall skills required to meet the goals of the organization and accepts supervision, while he is loyal to the organization as he was trained by it (Scott, 1966).

Scott (1966) also demonstrated that the professional achieves advancement by finding more desirable work locations, whereas the bureaucrat moves up the hierarchy to increased responsibility by conforming to the demands of, and by pleasing, his superiors.

Having considered professions, professionalism, professionalization and bureaucracies, it is apparent that physical educators, socialized as professionals during the formal training phase, may well find themselves faced with the dilemma of loyalty to the organization or loyalty to the profession. If the norms, values and beliefs of the profession are rejected then the post training phase of socialization becomes a period of resocialization, rather than of continuing socialization, whereas, if the physical educator adheres to the standards of his profession the continuing professional socialization will cause conflict with the organization.

In concluding this area of related literature, it is evident that the teacher of physical education is the product of many influences during the process of occupational socialization. Initially, there occurs a period of pre-training or anticipatory socialization which may only result in the acquiring of values and beliefs based upon inaccurate assumptions of the occupations beliefs and values. On entering the second phase or formal training stage of occupational socialization, the aspiring physical education teacher internalizes, with individual variations, the values and beliefs of the profession. Upon entering a school the individual is presented with the conflict of the values and beliefs of the physical education profession and the often conflicting culture of the school structure.

The review of the related literature comprises a survey of literature in the areas of the advantages and/or disadvantages of intensive competition for children between the ages of six and twelve years, the possible socializing effect of this type of competition upon this age group, and occupational/professional socialization. An appreciation and understanding of these related areas presents itself as relevant to the purpose of this study.

CHAPTER III

DESIGN OF THE STUDY

This study was designed to determine the validity of the assumption that professional training in physical education results in the acquisition and retention of attitudes which many members of the profession regard as desirable. Specifically, the phenomena towards which attitudes were elicited were those pertaining to intensive competition for children between the ages of six and twelve years. The perspective from which the acquisition of attitudes were considered, was the process of occupational/professional socialization within the theoretical framework of role theory.

THE METHOD

An attitude scale was used to discover and compare the attitudes of three groups of physical education students each at differing stages of training, and one group of physical education teachers.

THE ATTITUDE SCALE

Having considered the problem to be investigated and reviewed the related literature, the determining of the attitudes of the four groups represented the next consideration. To enable these attitudes to be assessed, an attitude scale designed by McCue (1951) and revised by Scott (1952) was selected. Scott's (1952) revision of the attitude scale was designed to determine and compare the attitudes of three groups towards intensive competition in games, at the elementary school level. The selected groups which Scott (1952) examined were parents, teachers and administrators. Scott (1952) obtained a Pearson Product correlation coefficient of 0.90 between a first and second administration of the revised scale.

Scott's (1952) revision comprised seventy nine statements related to intensive competition in sports for the elementary school level. Within the scale there were seven sub parts which were designed to assess attitudes towards seven areas within the overall assessment. The sub parts within the scale were personality development, human relations, physical development, skill development, public relations, safety and recreation. In the original development of the scale, and in the revision, the number of items in each sub part represented the relative importance attached to it.

A Likert five point scale was utilized with the response to each item representing the degree of approval or disapproval.

SAMPLE

The sample involved the entire population of each of the four selected groups. These groups comprised students enrolled in the first year of the Bachelor of Physical Education program at the University of Alberta, students enrolled in the fourth year of the same program, graduates of the Bachelor of Physical Education program who were undertaking the program for the Professional Diploma After Degree in the Faculty of Education, and physical educators who had completed these two programs and had been teaching physical education for three to five years. The fourth group of physical educators was the entire population with the necessary prerequisite qualifications who were employed in the City of Edmonton, by the Edmonton Public School and the Separate School Boards.

The criteria upon which these groups were selected was based on the fact that each group was located at a different stage of occupational/professional socialization.

ADMINISTRATION OF THE ATTITUDE SCALE

The instrument was administered to the three student groups with the cooperation of faculty staff, during classes in March 1974. Attitude scales with an accompanying letter requesting cooperation, were delivered by mail to the fourth group, the physical education teachers, with the approval of the Edmonton Public School Board and the Separate School Board. All instructions were written and a standard method of introduction was followed.

RESPONSE RATE TO ATTITUDE SCALE

The response rate from each of the groups varied, although each represented a percentage response which was acceptable for this investigation. Although there is no particular response rate which is acceptable universally to all surveys, as a guide, Babbie (1973) suggested that a 50 percent response is adequate for analysis, while a response rate of 60 percent or more is considered to be good and 70 percent or more to be very good.

A response rate of 84 percent was obtained from group one, 53 percent from group two, 55 percent from group three and 66 percent from group four.

TREATMENT OF DATA

Scoring

Each item on the attitude scale was responded to on a five point Likert scale ranging from one to five. A response of one represented strongly agree; two represented agree; three signified neutral or indifferent; four represented disagree and five strongly disagree. These responses were transferred from the answer sheet which accompanied the statements of the attitude scale, to I.B.M. cards upon receipt of the response sheets.

Statistical Treatment

The purpose of the study was to examine and describe the four groups of respondents. Assertions about other or larger populations were not made, the criteria for this decision being based on the possibility and expectation that socialization contexts vary great and hence the occupational/professional socialization of physical educators in different institutions and work environments, could be expected to differ. Pavalko (1971) when referring to the differing interpretations by Merton (1957) and Becker (1961) of occupational socialization in medical school, stated that

> As we have highlighted them, they can be taken as models that represent divergent structural arrangements and diverse socialization consequences. Each can be regarded as an accurate description of an actual empirical reality that points up the diversity of socialization contexts within even the same profession. Actual socialization contexts involved can be expected to vary between the extremes described here for a wide variety of occupations (p.93).

This situation could well be more strongly emphasized in the physical education profession, as the training institutions vary from presenting physical education as a discipline, professional training for a variety of occupations and teacher training.

It was decided to use, after consultation with the resident statistician (McGuire 1974), the mean of the response scores of each group; these were then compared to determine whether or not there was a difference, which would indicate a change of attitude towards intensive competition. Differences between the means which were considered for this study as indicating a change of attitude, were 0.3 as being slightly important and 0.5 as being important. In addition, differences of less than 0.3 were also reported as reflecting a general trend in means rather than as representing an important difference.

Each group's favorability or lack of favorability towards intensive competition was obtained from the means of each group's response to each item in the scale. The means of the responses of positive items which were between 1 and 2.94 were considered to indicate favorability towards competition; those between 2.95 and 3.44 were considered to be neutral; while those between 3.45 and 5 were considered to disagree with intensive competition. The scoring of negative items in the attitude scale was reversed to reflect the difference. Favorability towards intensive competition of a group was indicated, if the number of means denoting favorability was greater than those indicating unfavorability. Correspondingly, unfavorability was indicated if the number of means indicating unfavorability, was greater than those denoting favorability.

CHAPTER IV

RESULTS

The results in this chapter have been organized into two broad sections based upon the variables used for analysis; the first dealing with attitudes expressed, as derived from the entire scale, and the second section covering the attitudes as indicated by the mean response to each of the seven subareas within the scale. Within the first section there are five subsections, the first describing the attitudes of the four groups, the second comparing the attitudes of the four groups, the third comparing the attitudes of males and females in each group, the fourth comparing the attitudes of the male populations of the four groups and the fifth comparing the attitudes of the female populations of the four groups. The second subsection consists of seven subsections, being concerned with the attitudes of the four groups to the subareas, the attitudes of the male populations, the attitudes of the female populations, a comparison of the attitudes between the four groups, a comparison of the attitudes of the male populations, a comparison of the attitudes of the female populations and a comparison of attitudes of the male and female populations in each group.

In describing the results, comparisons made between groups are made from the perspective of the more senior group in the process of professional socialization. The order of the groups therefore, will be considered in the following order; group one, the first year Bachelor of Physical Education students; group two, the fourth year Bachelor of Physical Education students; group three, the Professional Diploma After Degree students; and group four, the physical education teachers.

I. AN ANALYSIS OF THE ATTITUDES OF EACH GROUP AS REFLECTED BY MEAN RESPONSES TO EACH VARIABLE WITHIN THE ATTITUDE SCALE

The Attitudes Of The Four Groups

The data indicated, that on the basis of the mean scores of each group to each variable, the first year Bachelor of Physical Education students were in favor of intensive competition (Table 1). This was affirmed by a total of sixty mean scores expressing favorability towards competition, thirteen mean scores denoting unfavorability, while six scores indicated a neutral or indifferent response. These response scores represent 75 percent of the mean scores expressing favorability towards intensive competition, 16.46 percent indicating unfavorability and 7.59 percent being neutral or indifferent.

Fourth year Bachelor of Physical Education students, the second group, analysed on the same basis, expressed a lack of favor towards this type of competition (Table 1). A total of thirty nine of the means of the response scores of this group signified an unfavorable attitude; thirty four denoted a favorable attitude, while six occurred within the neutral or indifferent category. These means of the response scores represent 49.37 percent of the means expressing unfavorability towards this type of competition, 43.04 percent favorability and 7.59 percent indifference or neutrality.

TABLE I

ATTITUDES OF THE FOUR GROUPS AS INDICATED BY THE NUMBER OF MEANS OF EACH GROUP'S RESPONSE

Group	Total Mean Scores Indicating Favorability	Total Mean Scores Indicating Unfavorability	Total Mean Scores Indicating Neutrality
1st. Year B.P.E.	60 75%	13 16.46%	6 7.59%
4th. Year B.P.E.	34 43.04%	39 49.37%	6 7.59%
P.D./A.D.	39 49.37%	28 35.44%	12 15.19%
Teachers	40 50.63%	27 34.18%	12 15.19%

Within the third group, the graduates of the Bachelor of Physical Education degree enrolled in the Professional Diploma After Degree in the Education Faculty, thirty nine of the means of the response scores indicated a favorable attitude towards this type of competition, twenty eight denoted unfavorability and twelve neutrality or indifference. These mean scores represent 49.37 percent expressing favorability, 35.44 percent unfavorability and 15.19 percent neutrality or indifference (Table 1).

The fourth group, the physical educators who had been teaching for three to five years, revealed by the means of their responses to the variables, that forty of these means favored this type of competition, twenty seven were unfavorable and twelve were indifferent or neutral (Table 1). These means of the response scores to the variables represent 50.63 percent of them being favorable, 34.18 percent unfavorable and 15.19 percent neutral or indifferent to intensive competition for this age group.

Comparison Of The Attitudes Between The Four Groups

A comparison of the means of each group's response to each of the variables was used to determine whether any difference of attitude existed towards intensive competition for six to twelve year old children, from group one to group two, group two to group three and group three to group four.

Comparison of Group Two with Group One. In comparing group two, the fourth year Bachelor of Physical Education students, with group one, the first year Bachelor of Physical Education students, important differences in attitude were expressed. The differences in the mean responses of each group indicated that the second group were less favorable towards this type of competition than were the first group (Table 2). Of the seventy nine variables, a difference of 0.5 between the means was observed in thirty of the variables. This was assumed to indicate an important difference in attitude. The 0.5 difference in these thirty variables represented an important difference in attitude in 37.97 percent of the variables.

TABLE 2

DIFFERENCES IN ATTITUDES BETWEEN FIRST YEAR AND FOURTH YEAR B.P.E. STUDENTS AS INDICATED BY THE DIFFERENCES IN THE MEANS OF THEIR RESPONSES

Fourth Year B.P.E. Less Favorable			Fourth Year B.P.E. More Favorable		
Below 0.3	0.3	0.5	Below 0.3	0.3	0.5
15 18.99%	27 34.18%	30 37.97%	6 7.59%	1 1.27%	0 0

Within these two groups a slightly important difference of 0.3 was found between the means of twenty seven of the remaining variables also indicating a less favorable attitude on the part of the second group towards this type of competition. These twenty seven differences represented a difference in attitude in 34.18 percent of the variables. Of the remaining variables, fifteen indicated a less favorable attitude towards competition in group two, although they could not be considered important differences, as the difference was less than 0.3. The mean responses to one variable denoted an increase in favor of competition in group two by an 0.3 difference between the means. The remaining six variables denoted an increase in favor of competition in group two, although the difference in each was less than 0.3 and therefore was not considered to be important.

Comparison of Group Three with Group Two. Observations of the means of the responses in group two, the fourth year B.P.E. students and group three, the P.D./A.D. students revealed an increase in favor of this type of competition in the latter group (Table 3). Of the differences in means which indicated a more favorable attitude, thirteen were of 0.5 or more, and thus were accepted as important differences. Thirteen of the differences in the means were slightly important being 0.3, each of the differences representing 16.46 percent. A total of twenty six or 32.92 percent represented a slightly important or important difference in favor of this type of competition. Of the remaining variables, twenty seven of the differences between the means indicated increased favorability towards intensive competition, although they were of less than 0.3 and therefore, were not considered to be important.

Within groups two and three, three means with a difference of 0.3 revealed a slightly important difference in favor of competition, while one variable indicated an increase in favor by an 0.5 difference. The remaining twenty two variables were responded to by group three to indicate a decrease in favor of competition, but were not considered to be important as the differences between the means were less than 0.3.

Observations of the differences between the means of the response scores of group three and group two revealed, that of the slightly important and important differences, twenty six or 32.92 percent denoted a more favorable attitude towards this type of competition in group three and four or 5.07 percent a less favorable attitude.

TABLE 3

DIFFERENCES IN ATTITUDE BETWEEN FOURTH YEAR B.P.E. STUDENTS AND P.D./A.D. STUDENTS AS INDICATED BY THE DIFFERENCES IN THE MEANS OF THE RESPONSES

P.D./A.D. Less Favorable			P.D./A.D. More Favorable		
Below 0.3	0.3	0.5	Below 0.3	0.3	0.5
22 27.85%	3 3.80%	1 1.27%	27 34.18%	13 16.46%	13 16.46%

Comparison of Group Four with Group Three. The comparison of the means of the responses to each variable by group three, those students enrolled in the Professional Diploma After Degree and group four, the physical education teachers, disclosed differences although both categories, the less favorable and the more favorable, were almost equally represented (Table 4). Of the differences which indicated a more favorable attitude towards this type of competition, four variables, or 5.06 percent revealed a difference of 0.5, while seven or 8.86 percent had a difference of 0.3. These represented a total of eleven differences which were slightly important or important, indicating a more favorable attitude, while twenty nine more differences existed in the more favorable category, but were less than 0.3.

Differences in nine variables or 11.39 percent of 0.3, indicated a less favorable attitude to this type of competition of group four, while three differences of 0.5 or 3.80 percent were observed. The remaining twenty seven variables were responded to by group four to indicate a less favorable attitude, although these were not considered important, as the differences between the means were less than 0.3.

TABLE 4

DIFFERENCES IN ATTITUDES BETWEEN P.D./A.D. STUDENTS AND PHYSICAL EDUCATION TEACHERS AS INDICATED BY THE DIFFERENCES IN THE MEANS OF THEIR RESPONSES

Teachers Less Favorable			Teachers More Favorable		
Below 0.3	0.3	0.5	Below 0.3	0.3	0.5
27 34.18%	9 11.39%	3 3.80%	29 36.71%	7 8.86%	4 5.061%

Although there were differences of 0.3 and 0.5 in the means of the responses to twenty three of the items between group three and group four, there was an almost equal distribution of eleven differences representing a more favorable attitude, and twelve differences a less favorable attitude. It could be assumed therefore, that although there were differences which were slightly important and important between the mean responses of these two groups, both groups expressed similar attitudes towards intensive competition for children between the age of six and twelve years. The differences in attitude that did exist were reflected in different responses to different variables.

Comparison of Group Four with Group Two. A comparison of the means of the responses to each variable by group two, the fourth year Bachelor of Physical Education students and group four, the physical education teachers, was also made. The basis upon which this comparison was made was that the intervening group, the Professional Diploma After Degree students, were not in fact directly involved in the process of occupational/professional socialization as physical educators. This group, the Professional Diploma After Degree students, had completed their training period in terms of the profession's definition and were involved in teacher training. It was necessary despite this intervening year and the influence it had upon attitudes, to make a direct comparison of the attitudes of fourth year Bachelor of Physical Education students and physical education teachers, as the profession has assumed that physical education training will produce individuals who have desirable attitudes towards intensive competition for children.

Comparisons of the mean responses of the second and the fourth groups, revealed that the latter indicated a more favorable attitude towards this type of competition (Table 5). The population of physical education teachers indicated a more favorable attitude with seventeen or 21.52 percent of the means having a difference of 0.3. In addition, twelve or 15.19 percent of this same group's response means revealed a difference of 0.5 in favor of competition while twenty six means indicated favorability, but were not considered important as the differences were less than 0.3.

TABLE 5

DIFFERENCES IN ATTITUDES BETWEEN FOURTH YEAR B.P.E. STUDENTS AND PHYSICAL EDUCATION TEACHERS AS INDICATED BY THE DIFFERENCES IN THE MEANS OF THEIR RESPONSES

Teachers Less Favorable			Teachers More Favorable		
Below 0.3	0.3	0.5	Below 0.3	0.3	0.5
18 22.78%	5 6.33%	1 1.27%	26 32.91%	17 21.52%	12 15.91%

The number of response means of the fourth group which indicated a less favorable attitude than the second group were five, with a difference of 0.3 or 6.33 percent and one or 1.27 percent with a difference of 0.5. The remaining eighteen differences in means indicated a less favorable attitude in group four, however, being less than an 0.3 difference, they were not considered to be important.

Comparison Of The Attitudes Between The Male And Female Populations In Each Group

Comparison of the Attitudes of Males and Females in Group One. The data revealed on the basis of the mean scores of the male and female populations of the first group, the first year Bachelor of Physical Education students, that the females favored this type of competition more than the males (Table 6). This was indicated by a total of sixty four mean scores expressing favorability within the female population, while the corresponding male population revealed fifty seven mean scores reflecting favorability. The female total represented 82.01 percent of their responses to variables indicating

TABLE 6

ATTITUDES OF THE MALE AND FEMALE POPULATIONS WITHIN EACH GROUP AS INDICATED BY THE NUMBER OF MEAN RESPONSES

Group	Total Mean Scores Indicating Favorability	Total Mean Scores Indicating Unfavorability	Total Mean Scores Indicating Neutrality
1st. Year B.P.E.			
Males	57 72.15%	15 18.99%	7 8.86%
Females	64 81.01%	12 15.19%	3 3.80%
4th. Year B.P.E.			
Males	37 46.84%	34 43.04%	8 10.13%
Females	30 37.97%	43 54.43%	6 7.59%
P.D./A.D.			
Males	38 48.10%	31 39.24%	10 12.66%
Females	50 63.29%	17 21.52%	12 15.19%
Teachers			
Males	39 49.37%	30 37.97%	10 12.66%
Females	47 59.49%	21 26.58%	11 13.92%

favorability, while for the males the total was 72.15 percent of their responses. Within these same populations the males' mean scores which reflected an unfavorable attitude totalled fifteen or 18.99 percent, while the females totalled twelve or 15.19 percent of the total. Those means which expressed neutrality or indifference were seven for the males and three for the females.

Comparison of the Attitudes of Males and Females in Group Two. A comparison of the mean scores of the male and female populations within group two, the fourth year Bachelor of Physical Education students, reflected a greater degree of favorability towards intensive competition by the males than by the females (Table 6). This was indicated by a total of thirty seven means or 46.84 percent of the means of the responses by the males to all variables, expressing favorability. The females however, scored thirty or 37.97 percent of the total means of the variable responses in expressing favorability. Eight means for the male population and six means for the female population expressed indifference or neutrality.

Comparison of the Attitudes of the Males and Females in Group Three. Within group three, the Professional Diploma After Degree students, the mean scores of each response denoted that the female group expressed a more favorable attitude than the males (Table 6). Thirty eight means in the male group or 48.10 percent of the total means, indicated favorability, while fifty means or 63.29 percent reflected favorability in the female group.

Unfavorability within the male population was affirmed in thirty one of the means, or 39.24 percent of the total means, while within the female population, the corresponding figures were seventeen and 21.52 percent. Ten means indicated indifference or neutrality amongst the males, while twelve means revealed a similar response for the females.

Comparison of the Attitudes of Males and Females in Group Four.

The females in group four, the physical education teachers, expressed a greater favorability towards this type of competition than the males in the same group (Table 6). A total of forty seven means, or 59.49 percent of the total means, affirmed this favorable attitude in the female population, whereas thirty nine means or 49.37 percent indicated a favorable attitude expressed by males. Unfavorability within the female population was expressed in twenty one of the means, which represented 26.58 percent of the total means, while the male population indicated unfavorability in thirty of the means or 37.97 percent of the total. Indifference or neutrality was revealed in eleven response means by the females and ten by the male population.

Comparison Of The Male Attitudes

Comparison of the Male Attitudes - Group Two with Group One.

A comparison of the male populations of the four groups, utilizing the differences between the means of the response to each variable was made, to determine whether there were important differences in attitude toward intensive competition. On the basis of this analysis the data affirmed that there were important differences with respect to group two, the fourth year Bachelor of Physical Education students who expressed a less favorable attitude, than group one, the first year Bachelor of Physical Education students (Table 7). Sixteen differences of 0.5 indicating a less favorable attitude was revealed in the group two population of males, when compared with the males in group one. This 0.5 difference in sixteen of the responses represented an important difference in 20.25 percent of the means.

Within these two groups a slightly important difference of 0.3 was found between nineteen of the remaining response means, also indicating a less favorable attitude on the part of the second group of males towards competition. These sixteen differences represented a difference in attitude in 24.05 percent of the variables. Furthermore, although the differences were not considered important, twenty four means indicated a less favorable attitude in group two. A more favorable attitude was revealed in group two by one mean with a difference of 0.5 and one mean with a difference of 0.3. The remaining eighteen means reflected a more favorable attitude although the difference was less than 0.3 and hence they were not considered important.

Comparison of the Male Attitudes - Group Three with Group Two. Comparisons of the mean responses of group two and group three males revealed that the latter population had a more favorable attitude, although the almost equal distribution of differences indicating favorability and unfavorability, reflected that the difference in attitude was negligible (Table 7). Six differences of 0.5 indicating a less favorable attitude were observed in the group two population of males when compared with the males in group one. This difference in the six responses represented an important difference in 7.59 percent of the means.

TABLE 7

DIFFERENCES IN ATTITUDES OF MALES THROUGH THE FOUR GROUPS AS INDICATED BY THE DIFFERENCES BETWEEN THE MEAN RESPONSES

Group	Less Favorable Attitude			More Favorable Attitude		
	Below 0.3	0.3	0.5	Below 0.3	0.3	0.5
2 with 1	24 34%	19 24.05%	16 20.25%	18 22.78%	1 1.27%	1 1.27%
3 with 2	20 25.32%	9 11.39%	5 6.33%	21 26.58%	11 13.92%	6 7.59%
4 with 3	29 36.71%	8 10.13%	5 6.33%	21 26.58%	11 13.92%	4 5.06%

A slightly important difference of 0.3 existed between eleven or 13.92 percent of the means, reflecting a more favorable attitude in group three. The remaining twenty one differences or 26.58 percent of the differences indicating a more favorable attitude in group three, were not considered important as the difference was less than 0.3.

A less favorable attitude was also revealed in five means, or 6.33 percent of the means amongst the group three males with a difference of 0.5. Nine means affirmed a less favorable attitude in group three males with a slightly important difference of 0.3, while twenty differences between the means, although denoting a less favorable attitude towards this type of competition, were not considered important as the differences were less than 0.3.

Comparison of the Male Attitudes - Group Four with Group Three. The difference in attitude as revealed by the differences between the mean responses of the male populations of group three and group four indicated a slightly more favorable attitude in group four (Table 7). Once again however, an almost equal distribution of differences showed that group four were less favorable on some items and more favorable on a slightly larger number of variables (Table 7).

Four important differences of 0.5 were observed, indicating a more favorable attitude towards intensive competition in group four than in group three. These four important differences represented 5.06 percent of all of the means. Eleven differences of 0.3 revealing slightly important differences indicated a more favorable attitude in group four. These eleven differences represented 13.92 percent of the total number of means. Although less than 0.3, and hence not considered to be important differences, twenty one means were within the more favorable category for group four.

Group four males expressed a less favorable attitude than group three males as affirmed by the differences between the means of the remaining responses, five being important with a difference of 0.5, eight being slightly important with a difference of 0.3, and the remaining twenty nine being less than 0.3 and therefore not regarded as important. The five differences represented 6.33 percent of the total response means, eight 10.13 percent and twenty nine, 36.71 percent.

Comparison Of The Female Attitudes

Comparison of the Female Attitudes - Group Two with Group One.

The means of the responses of the females within each group, to each variable, were compared to determine whether there were any differences which could be considered important. This analysis revealed that group two females, the fourth year Bachelor of Physical Education students, expressed a considerably less favorable attitude towards intensive competition for six to twelve year old children, than the group one female population (Table 8). Forty seven of the differences between the response means of group two and group one females, differed by 0.5 reflecting a less favorable attitude. This figure represented 59.49 percent of the means. Furthermore, seventeen or 21.52 percent of the differences indicated a less favorable attitude expressed by group two with a difference between means of 0.3. Within the category in which the difference was less than 0.3, there were eleven differences suggesting a trend towards a less favorable attitude.

TABLE 8

DIFFERENCES IN ATTITUDES OF FEMALES THROUGH THE FOUR GROUPS AS INDICATED BY THE DIFFERENCES BETWEEN THEIR MEAN RESPONSES

Group	Less Favorable Attitude			More Favorable Attitude		
	Below 0.3	0.3	0.5	Below 0.3	0.3	0.5
2 with 1	11 13.92%	17 21.52%	47 54.49%	3 3.80%	0	1 1.27%
3 with 2	8 10.13%	2 2.53%	5 6.33%	16 20.25%	13 16.46%	35 44.30%
4 with 3	18 22.78%	8 10.13%	19 24.05%	14 17.72%	9 11.39%	10 12.66%

Only four differences between the means of these two groups indicated a more favorable attitude expressed by group two females. One of these differed by 0.5 and three by less than 0.3. These differences represented percentages of the total means of 1.27 percent and 3.80 percent.

Comparison of the Female Attitudes - Group Three with Group Two. By comparing the mean responses of group three with group two female populations, a considerable difference in attitude was again revealed. Group three females expressed a more favorable attitude into intensive competition (Table 8). Of the differences which indicated the greater favorability of group three females, thirty five were of 0.5 or greater, thirteen 0.3 and sixteen less than 0.3. The thirty five differences represented 44.30 percent of the total response means, thirteen or 16.46 percent and sixteen or 20.25 percent of the response means.

Those differences between the means, which indicated that a less favorable attitude had been expressed by group three females as compared with group two females, were five with a difference of 0.5, two with 0.3 and eight with a difference of less than 0.3. Five differences represented 6.33 percent of the total mean responses to the seventy nine variables, two, 2.53 percent and eight, 10.13 percent.

Comparison of the Female Attitudes - Group Four with Group Three. The female population of group four, the physical education teachers were affirmed, by using the same method of analysis, as expressing a less favorable attitude than those females in group three (Table 8). This was indicated by nineteen differences between the means or 24.05 percent of the total in which the differences were 0.5. The number of differences which were observed in the category with a difference of 0.3 were eight, or 10.13 percent. A further eighteen differences between the means which indicated a less favorable attitude existed, although these were less than 0.3.

Unfavorability towards intensive competition expressed by group four when compared with group two was revealed in ten differences of 0.5, nine differences of 0.3 and fourteen differences of less than 0.3. The figures, ten and nine which were considered to be important and slightly important corresponded to 12.66 percent and 11.39 percent respectively.

II. AN ANALYSIS OF THE ATTITUDES OF EACH GROUP AS REFLECTED BY THE MEAN RESPONSES TO EACH SUBAREA WITHIN THE ATTITUDE SCALE

The seven subareas within the attitude scale contained statements which were pertinent to intensive competition for six to twelve year old children. These subareas were personality development, human relations, physical development, skill development, public relations, safety and recreation. Analysis of the data was made with respect to these subareas by observing the attitude of the populations of each of the four groups towards the subarea as indicated by their mean response. Also, an analysis was performed to determine the attitude of the males and females in each group towards each of the subareas. In addition, a comparison of the response means between the four groups, the males in the four groups, the females in the four groups and the males with the females within each of the four groups.

Attitudes Of The Four Groups To The Subareas

Group One. An analysis of the response means towards each of the seven subareas within the attitude scale indicated that group one, the first year Bachelor of Physical Education students expressed a favorable attitude towards the areas of personality development, human relations, skill development, public relations, safety and recreation (Table 9). This same group expressed indifference or neutrality towards physical development.

TABLE 9

ATTITUDES OF THE FOUR GROUPS TO EACH OF THE SUBAREAS AS INDICATED BY THE MEAN RESPONSE OF EACH GROUP TO EACH SUBAREA

Subarea	Group 1	Group 2	Group 3	Group 4
1. Personality Development	2.707	3.098	3.019	3.027
2. Human Relations	2.692	3.102	2.979	2.976
3. Physical Development	3.006	3.347	3.071	3.048
4. Skill Development	2.505	3.061	2.896	2.731
5. Public Relations	2.308	2.567	2.556	2.701
6. Safety	2.646	3.134	2.808	2.731
7. Recreation	2.694	2.855	2.731	2.771

Group Two. The fourth year Bachelor of Physical Education students affirmed their unfavorable attitude towards intensive competition for children, by responding unfavorably to the subareas of personality development, human relations, physical development, skill development and safety (Table 9). However, this group responded in favor of the public relations and recreation subareas (Table 9).

Group Three. Within group three, the Professional Diploma After Degree students, the response means to the subareas revealed that this group expressed a favorable attitude towards skill development, public relations, safety and recreation, while they expressed an unfavorable response to the area of physical development (Table 9).

This group expressed neutrality or indifference towards human relations and personality development pertaining to intensive competition for children (Table 9).

Group Four. An analysis of the mean responses of group four indicated that this group expressed favorability towards the subareas of skill development, public relations, safety and recreation, whereas indifference or neutrality was indicated by their responses to personality development, human relations and physical development (Table 9).

Attitudes Of The Male Populations To The Subareas

Group One. An examination of the response means to each of the subareas within the attitude scale showed that group one males expressed a favorable attitude towards the areas of personality development, human relations, skill development, public relations, safety and recreation, while indicating neutrality to physical development (Table 10).

Group Two. The males in group two expressed a favorable attitude towards skill development, public relations and recreation; indifference to human relations, and an unfavorable attitude towards the area of physical development and safety (Table 10).

Group Three. Within group three, the male population revealed their indifference or neutrality to the subareas of personality development and human relations, while they expressed a favorable attitude towards skill development, public relations, safety and recreation. Unfavorability was indicated by one response mean in this group, towards physical development (Table 10).

TABLE 10

ATTITUDES OF THE MALE POPULATIONS IN EACH GROUP TO THE SUBAREAS AS INDICATED BY THEIR MEAN RESPONSE TO EACH SUBAREA

Subarea	Group 1	Group 2	Group 3	Group 4
1. Personality Development	2.778	3.028	3.066	3.054
2. Human Relations	2.756	2.976	3.012	3.010
3. Physical Development	3.032	3.299	3.017	3.128
4. Skill Development	2.601	2.935	2.935	2.719
5. Public Relations	2.297	2.505	2.571	2.742
6. Safety	2.618	3.104	2.864	2.781
7. Recreation	2.731	2.653	2.750	2.848

Group Four. Group four males expressed favorable attitudes towards skill development, public relations, safety and recreation, while they indicated indifference to the subareas of human relations and an unfavorable attitude towards personality development and physical development (Table 10).

Attitudes Of The Female Populations To The Subareas

Group One. The mean responses of the female population in group one, revealed that this group expressed a favorable attitude towards all of the subareas, with the exception of physical development, to which an unfavorable attitude was expressed (Table 11).

Group Two. Within group two, the female population affirmed an unfavorable attitude to these subareas relating to intensive competition for children. This group expressed unfavorability towards personality development, human relations, physical development, skill development and safety, indifference to recreation and favorability towards public relations (Table 11).

Group Three. Group three females indicated a favorable attitude towards personality development, human relations, skill development, public relations and safety. An unfavorable attitude towards physical development and recreation was indicated (Table 11).

Group Four. Examination of the mean responses of the female population of group four to the seven subareas, revealed a favorable attitude towards physical development, skill development, public relations, safety and recreation, whereas indifference was expressed by their responses, to personality development and human relations (Table 11).

TABLE 11

ATTITUDES OF THE FEMALE POPULATIONS IN EACH GROUP TO THE SUBAREAS AS INDICATED BY THEIR RESPONSE MEANS TO EACH SUBAREA

Subarea	Group 1	Group 2	Group 3	Group 4
1. Personality Development	2.615	3.155	2.760	2.975
2. Human Relations	2.610	3.205	2.800	2.910
3. Physical Development	2.973	3.386	3.071	2.888
4. Skill Development	2.382	3.164	2.679	2.755
5. Public Relations	2.323	2.617	2.472	2.619
6. Safety	2.681	3.159	2.500	2.633
7. Recreation	2.647	3.019	3.625	2.616

Comparison Of The Attitudes To The Subareas Between The Four Groups

Group Two with Group One. The fourth year Bachelor of Physical Education students expressed a less favorable attitude than group one, the first year Bachelor of Physical Education students to all of the subareas within the attitude scale (Table 12). Toward two subareas, skill development and safety, the differences were considered important as an 0.5 difference was observed between the mean responses. An 0.3 or slightly important difference, existed between the two groups indicating a less favorable attitude in the subareas of personality development, human relations, physical development and public relations. One subarea, safety, revealed a difference of less than 0.3 and was not considered an important difference.

TABLE 12

DIFFERENCES IN ATTITUDES OF THE POPULATIONS OF EACH GROUP AS INDICATED BY THE DIFFERENCES BETWEEN THEIR MEAN RESPONSES TO EACH SUBAREA

Group	Less Favorable Attitude			More Favorable Attitude		
	Below 0.3	0.3	0.5	Below 0.3	0.3	0.5
2 with 1	R.	P.D.,H. Ph.,P.R.	Sk.,S.			
3 with 2				P.D.,H. Sk.,P.R. R.	Ph.,S.	
4 with 3	P.D.,P.R. R.			H.,Ph. Sk.,S.		
4 with 2	P.R.			P.D.,H. R.	Ph.,Sk. S.	

Designations:

P.D. - Personality Development
H. - Human Relations
Ph. - Physical Development
Sk. - Skill Development
P.R. - Public Relations
S. - Safety
R. - Recreation

Group Three with Group Two. The Professional Diploma After Degree students expressed a slightly more favorable attitude than group two to the seven subareas (Table 12). The mean responses to five of the subareas, personality development, human relations, skill development, public relations and recreation failed to reveal an important difference, the difference being less than 0.3. Group three, however, expressed a more favorable attitude, which was indicated by an 0.3 or slightly important difference between the mean responses, to physical development and safety.

Group Four with Group Three. The difference between group four, the teachers, and group three to all subareas were not considered to be important, as all were less than 0.3. Of these differences four subareas were observed within the more favorable attitude to intensive competition category, while three were detected in the less favorable attitude category (Table 12).

Group Four with Group Two. Group four, the physical education teachers, were also compared with group two. It was observed that group four expressed more favorable attitudes to competition, as indicated by the response means, than group two, to six of the subareas (Table 12). Three of these were considered to be slightly important as the difference was 0.3, while three were less than 0.3 and therefore not sufficient to be regarded as important. The three slightly important differences were revealed in the subareas of physical development, skill development and safety, while the less than important differences occurred in the subareas of personality development, human relations and recreation. One subarea, public relations, revealed a less favorable attitude pertaining to intensive competition for young children, by group four. The difference in the mean responses however, was not considered to be important as it was less than 0.3.

Comparison Of The Attitudes Of The Males In The Four Groups To The Subareas

Group Two with Group One. The male population in group two expressed a less favorable attitude towards six subareas pertaining to intensive competition for children, than the males in group one (Table 13). Of the differences in the mean responses to the subareas, a slightly important difference of 0.3 occurred in the attitudes expressed to personality development, skill development and safety. The subareas of human relations, physical development and public relations revealed a less than important difference of lower than 0.3. The remaining subarea, safety, obtained a more favorable response from group two than group one, the difference, however, being of less than 0.3.

Group Three with Group Two. Group three males and group two males failed to express any important difference in their mean responses to each of the subareas, all of the differences being less than 0.3 (Table 13). Of these differences, which could not be considered important, group three males indicated a less favorable attitude than group two in the subareas of personality development, human relations, public relations and recreation, while they expressed a more favorable attitude towards physical development and safety. The response means to skill development were identical for the two groups.

TABLE 13

DIFFERENCES IN ATTITUDES OF MALES IN THE FOUR GROUPS
TO EACH SUBAREA AS INDICATED BY THE DIFFERENCES
BETWEEN THEIR MEAN RESPONSES

Group	Less Favorable Attitude			More Favorable Attitude		
	Below 0.3	0.3	0.5	Below 0.3	0.3	0.5
2 with 1	H.,Ph. P.R.	P.D.,Sk. S.		R.		
3 with 2	P.D.,H.			Ph.,S.		
4 with 3	P.D.,P.R. S.,R.			P.D.,H.R. Sk.		
4 with 2	P.D.,H.R. P.R.,R.	S.		Ph.,Sk.		

Designations:

P.D. - Personality Development
H. - Human Relations
Ph. - Physical Development
Sk. - Skill Development
P.R. - Public Relations
S. - Safety
R. - Recreation

* where a subarea does not appear, the means were identical.

Group Four with Group Three. The response means of the males in group four, when compared with the males in group three, did not reveal any important differences (Table 13). Those less than important differences which were observed, were four subareas within the less favorable category and three within the more favorable. The four subareas were physical development, public relations, safety and recreation, whereas the three subareas were personality development, human relations and skill development.

Group Four with Group Two. A comparison of group four males with group two males indicated that again there was little difference between the mean responses to the subareas (Table 13). Five of the differences reflected a less favorable attitude towards intensive competition as it pertains to the subareas of personality development, human relations, public relations, recreation and safety. Only one of these differences, in the subarea of safety, was observed to be 0.3 and hence slightly important. The remaining four differences were less than 0.3 and therefore not considered to be important. Two subareas, physical development and skill development, indicated a more favorable attitude expressed by group four, the differences however, were less than 0.3.

Comparison Of The Attitudes Of The Females In The Four Groups To The Subareas

Group Two with Group One. The responses of the females in group two, as compared with those of the females in group one, indicated that those in group two expressed a less favorable attitude to the seven subareas pertaining to intensive competition (Table 14). A difference of 0.5 was observed in the areas of personality development, human relations, skill development and safety, a difference which was important. The difference in mean responses, which indicated a less favorable attitude by group two females, to the sub groups of physical development, public relations and recreation, was 0.3 or a slightly important difference.

Group Three with Group Two. A comparison of group three with group two revealed that the females in group three were more favorable to all the subareas relating to intensive competition for children, than those females in group two (Table 14). Differences between the mean responses of 0.5 were found in the subareas of skill development and safety, while differences of 0.3 were observed in the areas of personality development, human relations and physical development. The difference between the mean responses to one subarea, physical development, was less than 0.3 and was not regarded as important.

Group Four with Group Three. Group four and group three females expressed minimal differences, group four displaying a less favorable attitude to personality development, human relations, skill development and public relations (Table 14). These differences however, were not considered important as they were less than 0.3. Group four females expressed a more favorable attitude than group three females in two subareas, physical development and recreation. The difference in the former was less than 0.3 while in the latter the difference was 0.5.

TABLE 14

DIFFERENCES IN ATTITUDES OF FEMALES IN THE FOUR GROUPS TO EACH SUBAREA AS INDICATED BY THE DIFFERENCES BETWEEN THEIR MEAN RESPONSES

Group	Less Favorable Attitude			More Favorable Attitude		
	Below 0.3	0.3	0.5	Below 0.3	0.3	0.5
2 with 1		Ph., P.R. R.	P.D., H. Sk., S.			
3 with 2			R.	P.R.	P.D., H. Ph.	Sk., S.
4 with 3	P.D., H. Sk., P.R. S.			Ph.		R.
4 with 2	P.R.			P.D.	H., Sk., R.	Ph., S.

Designations:

P.D. - Personality Development
H. - Human Relations
Ph. - Physical Development
Sk. - Skill Development
P.R. - Public Relations
S. - Safety
R. - Recreation

Group Four with Group Two. The response means of group four females to the subareas indicated that they expressed a more favorable attitude towards these aspects of intensive competition, than the group two females (Table 14). Differences of 0.5 were observed in physical development and safety, while differences of 0.3 were found in human relations, skill development and recreation. One subarea, personality development, revealed a difference of less than 0.3.

Comparison Of The Attitudes Of The Male And Female Populations As Indicated By Their Mean Responses To The Subareas

Based on the mean response scores of males and females to each of the subareas within the attitude scale indicated that little difference was detected.

Comparison Of The Male And Female Attitudes In Each Group To The Subareas

A comparison of the male and female response means to the subareas in group one revealed differences to which no importance could be attached (Table 15). An analysis of group two revealed that the males expressed a more favorable attitude towards all of the subareas, although the differences were less than important, with the exception of an 0.3 difference in the subarea pertaining to recreation.

The response means of males in group three reflected a less favorable attitude than group three females. A difference of 0.3 was detected in the areas of personality development, skill development and safety (Table 15). One other difference was revealed which was considered to be important, in group three. This was a difference in response means of 0.5 to recreation, a response which denoted a more favorable attitude of the male population towards this subarea when related to intensive competition for elementary age school children.

TABLE 15

DIFFERENCES IN ATTITUDES BETWEEN THE MALES AND THE FEMALES IN EACH GROUP TO EACH SUBAREA AS INDICATED BY THE DIFFERENCES BETWEEN THEIR MEAN RESPONSES

Group	Males Less Favorable			Males More Favorable		
	Below 0.3	0.3	0.5	Below 0.3	0.3	0.5
1	P.D.,H. Ph.,R.			Sk.,P.R. S.		
2				P.D.,H. Ph.,Sk. P.R.,S.	R.	
3	P.,P.R.	P.D.,Sk. S.				R.
4	P.D.,H. Ph.,P.R. S.,R.			Sk.		

Designations:

P.D. - Personality Development

H. - Human Relations

Ph. - Physical Development

Sk. - Skill Development

P.R. - Public Relations

S. - Safety

R. - Recreation

* where a subarea does not appear, the means were identical.

Comparison of the mean responses of the male and female populations, in group four, produced no important differences (Table 15). The males expressed a less favorable attitude towards all of the subareas, with the exception of skill development, to which they expressed a more favorable attitude. The differences between the mean responses to each subarea in this group were less than 0.3 and hence were not sufficient to be considered important.

CHAPTER V

DISCUSSION

The results of this study indicated that the attitudes of physical educators towards an important issue such as intensive competition for children between the age of six and twelve years, do differ at varying stages of professional socialization. These differences in attitudes may indicate a change of attitude as the result of professional socialization. The change in attitude which was revealed as having occurred during the formal training phase, displayed a reverse trend in the direction of formerly expressed attitudes, during the Professional Diploma After Degree year. This reverse trend, however, did not indicate a return to attitudes expressed during the first year of the Bachelor of Physical Education program, but rather, a movement in that direction.

It is apparent that the differences in attitudes could be attributed to other factors, which were related to the basic underlying assumptions of this study. These assumptions were that the two university faculties involved, retained a constant policy of objectives during the formal training phase of professional socialization for a period of nine years; that the staffs of these faculties remained constant in their attitudes towards intensive competition; and that the environment and policy within the two school systems remained unchanged over this period of time. If these assumptions were invalid, it is possible that the differences in attitudes which were revealed, were related to this factor.

1. ATTITUDES AND DIFFERENCES IN ATTITUDES AS REVEALED BY THE RESPONSES TO THE ATTITUDE SCALE

Group One. The first year Bachelor of Physical Education students revealed that they were in favor of intensive competition for this age group. This finding would tend to support Albinson's (1973) belief that the physical education teacher and the students' exposure to physical education classes, cause them to develop a perception of the physical educator's role as that of a coach in which win/loss records are used as a measure of success or failure. This first group, therefore, considered that this type of competition is desirable, having at this stage of their professional socialization retained an attitude which was conceivably acquired during the anticipatory socialization phase.

Although the attitudes of students prior to entry into the Bachelor of Physical Education course were not involved in this study, a further assumption could be made despite the lack of evidence to directly support it. Potential physical education students, as with potential students of other professions, are subjected to, as Pavalko (1971) maintained, selection in terms of skills, abilities and beliefs. This does not necessarily imply that the training institutions impose restrictions and standards to select applicants or specific criteria which will ensure that only applicants who have the required skills, abilities and beliefs will be successful. Rather, potential physical education students, are potential physical education students, as a result of the perception of the physical educator and the physical education profession, which they have acquired from the contact while at school. Hence the nature of the pre-selection is that of a self imposed one, based upon a not entirely accurate perception of the physical education profession. Therefore, it is conceivable that the anticipatory socialization phase and the accompanying pre-selection, resulted in the first year students considering intensive competition to be desirable, and furthermore, that it should be promoted and fostered by the physical education profession.

Within group one the attitudes of the male and female populations differed, the females being slightly more in favor of this type of competition than the males. This was revealed by comparing the mean response scores of both groups. Such comparisons as to male and female attitudes were not apparent in the literature, although assumptions are able to be drawn from this phenomena. A slightly less favorable attitude in the male group could result from a source other than the previously suggested one of the role model of the physical education teacher. This source of influence could be related to the fact that the types of intensive competition available for children are mainly restricted to boys, and the subsequent possibility that participation, or a more intimate knowledge of the type of competition, resulted in the males considering it less desirable than did the females. Another related explanation could conceivably exist in the rejection of the achievement oriented sports participation for boys in high school, by those who were presumably involved, whereas sports participation for girls in high school does not involve a corresponding striving for success and social status. As Coleman (1965) contended, status and popularity for boys in high school was obtained from success in sports, whereas other areas, such as popularity and academic success, were rated more highly for girls.

As a result, the males viewed sports competition as physically and emotionally demanding, having recently left an environment in which interscholastic athletics was a major activity through which status could be achieved. Females, however, having experienced a different emphasis during their socialization, fulfill to varying degrees, the traditional stereotype of the female role. This role differs from that of the male, as it requires less physical aggressiveness, less competitive behavior in sport and a lesser degree of achievement orientation in sport. Females consequently, experienced a less intensive type of sports competition while at school and therefore, conceivably viewed sport in a relaxed and enjoyable context.

Group Two. The second group, the fourth year Bachelor of Physical Education students, expressed a lack of favor for this type of competition, as indicated by the response means. Further analysis of this group revealed that the females were less favorable to competition than the males, which reflected an expression which was directly contrary to the situation which existed in group one. In addition, comparisons, using the difference between the means of the group one and group two females, indicated that there was a substantial difference in attitude between these two groups.

Similarly, there was an important difference in the attitude of the male population in group two, when compared with the corresponding population in group one. However, the difference of the attitudes of the female populations between these two groups were considerably more dramatic than that of the male populations. Despite the variations in the degree of change between the male and female populations within these two groups, the combined results reflect a considerable change or difference in attitude of group two when compared with group one.

The differences in attitude between these two groups illustrates the apparently strong influence of the formal training phase of professional socialization. The degree of difference in attitude, particularly between the female populations, tends to confirm the inaccuracy of their perception of the values and beliefs of the physical education profession, during the pre training phase of professional socialization. These differences and apparent changes in attitude reflect the socializing influence of the normative reference groups within the culture of the profession. In this situation, the results support the findings of Merton (1957), Becker et al. (1961) and statements by numerous theorists in the field of professional socialization, that these normative reference groups are operating to induce change in attitudes and standards in aspiring members of the profession towards attitudes which the profession considers to be desirable.

A further conclusion can be inferred from the results of the comparisons of these two groups. As the population of the fourth year Physical Education students expressed a considerably less favorable attitude towards intensive competition, it could be assumed that the normative reference groups of the professors and peers held attitudes which perceived this type of competition as undesirable. If this assumption is invalid, then the socialization of physical education students in this situation has failed to realise its objectives as reflected in the literature pertaining to this area.

The normative reference group of the professional group which the student aspires to join, apparently alters in the perception which the students have of it. Initially, during the anticipatory socialization period, prospective students appear to discern the physical education profession as highly involved with sport and teams, and with win/loss records being of considerable importance. However this perception is either counteracted by an opposing set of attitudes and values acquired from staff and peers during the formal training peri[illegible] or the student becomes more discerning in his perceptions and appreciates the process which occurs once a physical educator enters a school and is required to demonstrate tangible evidence of success. Regardless of which process occurs, or whether each occur in varying degrees, it remains evident that potential physical educ-

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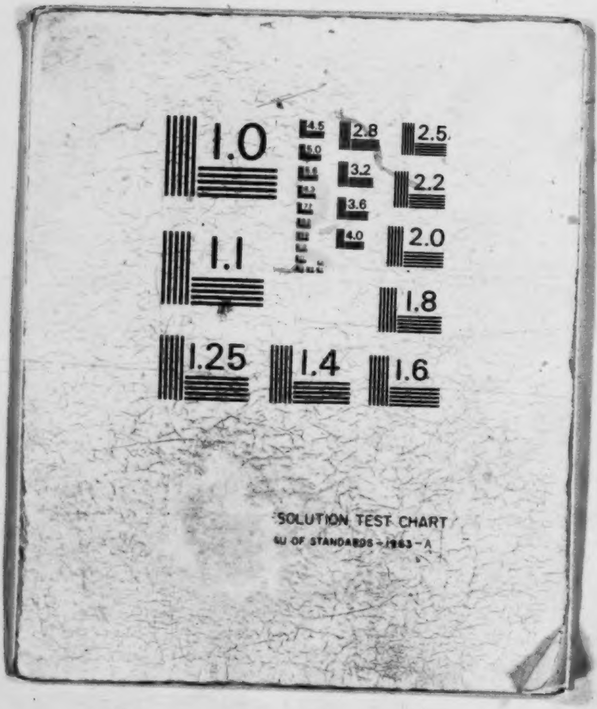
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ators in the environment studied, do express differing attitudes towards intensive competition for children between the first and the fourth year of the program.

Another phenomena which the results of this study elicited was that of the considerable change, or difference in attitude, between the females in these two groups, and the less substantial difference between the males. Not all students who were exposed to this same situation acquired identical attitudes, and as Anderson and Western (1967) stated, these individual differences "are due to the nature of the individuals' initial predispositions as well as to his environmental experiences (p.67)." Most females undergo a very different process of socialization throughout their lives than do most males (Danziger, 1971; Henshel, 1973) and therefore it appears reasonable to assume, that the females as a group, had acquired during previous socialization, specific characteristics which predisposed them as a group, to effect this greater degree of attitude change. This same phenomena may also be viewed from the male groups' perspective, which predisposed this group to acquire the attitudes to a lesser degree. Hence it would appear that aspiring female physical educators, enter the formal training phase of professional socialization with differing perceptions of the physical education profession than the males, in addition to differing predispositions than the male group to the acquiring of the values of the culture of the profession. The differences between males and females in attitudes and changes of attitudes, support Pooley's (1971) findings, that distinct sex differences occur in the anticipatory professional socialization of males and females.

Furthermore, if the previous assumptions in this chapter, that the positive attitudes towards intensive competition of females in group one is related to their differing concept of competitive sport to that held by males, their considerable differences of attitude upon completing the fourth year of Bachelor of Physical Education requires consideration. It is apparent that this change of attitude was a result of the influence of professional socialization and hence the values and attitudes acquired would appear to be related to a male's concept of competitive sport, rather than that held by females. The female physical educator is subject to the acquiring of male attitudes towards this important issue of children's sport, when it is possible that females do not and will not, encounter this problem amongst women's or girl's sport.

Assuming that the attitudes indicated by the responses to the attitude scale reflect the value orientation of the profession, in particular the normative reference groups and role models to which the aspiring physical educator is exposed during the formal training period of professional socialization, the question arises as to the degree of internalization of these attitudes which occurred. It is conceivable that the culture of the physical education profession was not completely internalized, and that the fourth year Physical Education students, in particular, could well have been playing the appropriate role without having completely internalized or accepted it. Wrong (1964) has criticized the functionalist approach to the study of socialization, on the grounds that it presents an "over-socialized conception" of man and does not allow for individuality. Wrong (1964) also contended that it is based on the complete internalization of expectations, making no allowance for individuals playing a role without completely accepting it. Goffman (1964) suggested a term, role distance, for this phenomena of playing a role and Berger (1963) described it as "tongue-in-cheek, without really meaning it and with an ulterior purpose (p.135)."

Within this situation of professional socialization, such an occurrence could well occur and Goffman (1964) suggested that, the concept of role distance appears to be more common among adults than children, with the possibility of a conflict theory applying. In the situation of professional socialization from the perspective of conflict theory, the adult, in spite of the role distance that can occur, does fulfill the expectations which the profession, represented in particular by professors, holds for him. It would appear, therefore, that there is a force, which despite the student's possible conscious manipulation of the role, results in him adhering to the prescribed behavior and expressing attitudes and beliefs which are appropriate. The position of power, therefore, with its positive and negative sanctions in the interaction, becomes the reason for the student fulfilling the prescribed role. Hence, students could well fulfill role expectations while rejecting the role in their own mind.

Group Three. With this possibility evident, the results of the third group, the Professional Diploma After Degree students, will be considered. As these students have completed successfully their formal training period as physical educators, the degree of control in the form of positive and negative sanctions to elicit the required role, ceases to exist in the same direct form. The populations of the Professional Diploma After Degree students indicated that they considered this type of intensive competition to be desirable. A comparison of the mean response scores of each of these groups, also reflected a distinct change or difference in attitude between the groups. Further analysis of the results revealed that the female population indicated a favorable attitude towards intensive competition as did the male population. However, the female populations' expressed attitude was considerably more in favor of this type of competition than that expressed by the male population. A comparison of the mean response scores of the males and the females between the two groups, revealed that the male population in group three displayed a slightly more favorable attitude than the male population in group two, while the female population expressed a considerable change of attitude from indicating an unfavorable attitude in group two, to a favorable attitude in group three.

The difference between the attitudes expressed by group two and group three, would tend to indicate that either the attitudes and values of the physical education profession, in the context of the formal training phase, were not wholly internalized; or that the result of the Professional Diploma After Degree program was to effect an acquisition of attitudes which differed towards this type of competition. Whether either, or both of these assumptions are valid, there remains a third, and perhaps extremely influential experience which these students encountered. This was their first contact, as aspiring members of the teaching profession, with the profession in the context of the school and with their first experience at attempting to fulfill the role of the teacher. The socializing influence of these experiences in the school environment may have produced a dilemma in the student's role, as they had internalized to a greater or lesser degree, the attitudes and beliefs of the physical education profession without the interfering influence of the school, the children, or the teachers faced with the day to day routine problems associated with teaching. This dilemma appears to have resulted in a rejection of the attitudes acquired during the formal training phase of their physical education professional training, with a subsequent acceptance of intensive competition as a desirable activity for children. Contact with the school system, teachers pursuing their profession in schools and with children, introduced therefore, a new context for professional socialization and resulted in a change or difference in attitude.

The considerable difference in attitude between males and females in group three, and the substantial difference in attitude of females in group two and three, again suggest a predisposition of the female population to change attitudes to a greater degree in a differing socialization context than the male population. As the female population of group three, however, accounted for only four females, the results may or may not be valid for the entire population of females in this group.

Furthermore, the reverting towards previously expressed attitudes by the females, supports the contention that a favorable attitude towards intensive competition is related to and reflects the female's view of competitive sport.

Group Four. The physical education teacher who had undergone this entire professional socialization and had been teaching physical education for between three to five years in the Edmonton area, expressed an attitude which revealed that they considered that intensive competition for children was desirable. Both male and female populations in this group expressed a favorable attitude, the females indicating a greater degree of favorability than the males. Further analysis of the results indicated, that although some change of attitude occurred in group four when compared with group three, the changes indicating increased favorability were approximately equalled by the changes indicating a less favorable attitude.

Consideration of the differences in attitudes expressed by the males in group four when compared with the males in group three, revealed little difference in attitude; the difference which existed indicating increased favorability. The female population in group four however, expressed a less favorable attitude towards this type of competition for children than the female population of group three, as indicated by the differences between the response means. The possibility exists in drawing a conclusion from these results, that the nature of the response rate in group three could have producped a more favorable score in favor of competition than the entire population would have produced and hence the greater number of differences in the mean responses occurring when compared with group four.

The literature would suggest that the physical educator, upon entering employment in a school system, would be presented with a conflict of loyalty; to the profession or the organization. Hence the physical educator would be faced with the dilemma of retaining the attitudes towards intensive competition internalized during the formal training period in physical education, or rejecting these and accepting the attitudes of the school environment which, as suggested by Albinson (1973) and The Elementary and Secondary Physical Education Committees of the Alberta Department of Education (1972) infer that the expectations held for a physical education teacher, are predominantly that he be a successful coach. The results do not indicate that the population of physical education teachers expressed very different attitudes than those which the Professional Diploma After Degree students expressed. It is conceivable that this conflict arose at an earlier stage, upon first being within the influence of the school system, during the Professional Diploma After Degree year, thus resulting in a change of attitude at this stage. Two other possible explanations for this phenomena also exist. Firstly, it is conceivable that the physical education teachers retained a degree of loyalty to the attitudes and beliefs of the physical education profession, specifically those modified attitudes which they expressed at the conclusion of the Professional Diploma After Degree program. Secondly, it is also possible that the values of attitudes of the school did not conflict with those of the physical education profession and that there was no dilemma as to which reference group to be loyal to.

This conflict which could be expected to occur, does so when professionals are employed in a bureaucracy (Scott, 1966), and would appear to occur in this context during the Professional Diploma After Degree year. Based upon the assumption that the attitude of intensive competition for children would be viewed with similar attitudes by staff in the Physical Education Faculty and the Education Faculty, students are placed in a situation during their teaching experience which is reflected in their attitudes towards this type of competition. This situation would involve the realization, although not in such specific terms, that the teachers who act as role models are employed by a school board. Parents and school board have certain expectations of physical education teachers, some of which are contrary to those of the profession. A choice is therefore available to these aspiring physical education teachers; to reject these expectations and retain the profession as a reference group, or to acquire a new reference group, a loyalty to the school organization. It would appear that the latter choice is made as indicated by the attitudes of group three and four, when compared with those of group two.

Whether these new attitudes and values are internalized at this stage of initial contact with the school, or whether the phenomena of role distance exists, is not evident in the results. It would appear possible that both possibilities operate simultaneously and that these values become internalized and influence the occupational self concept as professional socialization within the school continues.

It is apparent that throughout the professional socialization of physical educators, attitudes towards intensive competition for children between the ages of six and twelve years, differ at different stages of this socialization. This discussion has been based upon the assumption that professional socialization exists as the influencing phenomena which elicits this change. Despite these changes and an acquisition of different values and attitudes, it cannot be presumed that the values within the culture of the Physical Education Faculty are reflected. Conceivably, the attitudes acquired could well result from the influence of specific powerful role models, although it should be emphasized that numerous physical educators and the American Association for Physical Education Health and Recreation (1968), have indicated that this type of competition has undesirable aspects and should be supervised by trained physical educators. Therefore, it would appear reasonable to assume that the values and beliefs reflected by the normative reference groups within the formal training phase, would encourage the attitude which was revealed particularly in the fourth year Bachelor of Physical Education students.

II. ATTITUDES AND DIFFERENCES IN ATTITUDES REVEALED BY THE RESPONSES TO THE SUBAREAS WITHIN THE ATTITUDE SCALE

The responses of the subareas of the attitude scale were analysed to attempt to determine whether the differences in attitudes indicated by the results of this study were confined to values held for specific areas related to intensive competition, or whether there existed a lack of grouping within these areas. An analysis of the response means of each group to each subarea of the attitude scale, disclosed a similar general pattern of attitude responses in each group as discussed in section one of this chapter. This pattern, a favorable response in group one, an unfavorable response in group two, a favorable response in group three and a favorable response in group four, did exhibit several exceptions regarding response means to subareas.

Examination of the male and female response means to each of the subareas, revealed a similar trend. Observation of the differences between the mean responses to each subarea were carried out to determine which subareas revealed a difference which was considered to be important (0.5) or slightly important (0.3).

Having compared group two with group one a less favorable attitude toward competition was affirmed, the specific sub groups being skill development and safety with an important difference, while personality development, human relations, physical development and public relations showed slightly important differences. Recreation represented the one subarea which did not reflect any important difference in attitude. These differences tend to indicate that the formal training period of professional socialization, elicit attitude changes towards all but one of the subareas, recreation.

A comparison of the differences between group three and group two confirmed the more favorable attitude of group three towards intensive competition. The response means to the subareas which indicated differences, were reflected in the subareas of physical development and safety each being slightly important differences. Although the remainder of the subareas were responded to with more favorability, the differences were less than 0.3 and therefore not considered to be important. The slightly important differences in physical development and safety could conceivably reflect the school systems' expectations of the physical educator as primarily creating an opportunity in the physical development of children. Regarding safety, the safety in schools is of paramount importance and therefore this emphasis influences the perception of the physical education student of the apparent importance and success with which it is managed.

Observation of differences between the mean responses of group four compared with group three, reasserted the lack of important differences between the attitudes of these groups. The differences revealed less than 0.3 difference, indicating less favorability towards the subareas of personality development, public relations and recreation and a similar difference in favor of human relations, physical development, skill development and safety. The lack of important differences appear to favor the contention that resocialization to the values of the school occur during the Professional Diploma After Degree year.

Differences in attitudes between the males and the females in each group to each subarea, revealed that in group one there were no differences which could be considered important, as all were less than 0.3. The differences between means of less than 0.3 indicated that males were less favorable than females towards personality development, human relations, physical development and recreation, whereas they were more favorable towards skill development, public relations and safety. Conclusions were not drawn from these results due to their lack of important differences.

The attitudes of males as compared with females in group two, revealed that males responded more favorably than females to all subareas. Only one of these, recreation, reflected a slightly important difference, the remaining differences being less than 0.3. It is conceivable that males considered recreation favorably in the context of intensive competition as a result of their personal experience in sport during the pre training phase of professional socialization; or that females were influenced to a greater extent by a normative reference group or role model during the formal training period.

Differences in attitudes between the males and females in group three towards each subarea, showed that the males were less favorable towards human relations, public relations, personality development, skill development and safety, than the females. Only three of these differences were considered slightly important, those of personality development, skill development and safety. The remaining subarea, recreation, was responded to with a more favorable attitude by the males, the difference being an important one. This difference in the attitude expressed towards recreation, represents a strengthening of the beliefs which were apparent towards this subarea by the males as compared with the females in group two. The differences which reflected a less favorable attitude to the three subareas, appears to conform to the general trend of attitudes discussed in section one of this chapter.

The males in group four expressed less favorable responses than the females in group four, to all subareas with the exception of skill development. However, all of the differences were of less than 0.3 and hence not considered important.

It is apparent from an analysis of the attitudes towards the subareas within the attitude scale, that the differences in attitudes were not strongly represented within particular subareas. Therefore, it must be assumed that the attitudes expressed were generally responses to individual items, rather than a group of items having a relationship with each other.

In concluding this discussion, the differences of attitudes of the four groups towards intensive competition for children, indicate that the influence of normative reference groups and role models during the formal training phase effected considerable changes of attitudes in the students. The responses of the Professional Diploma After Degree students revealed that there was again a considerable change of attitude towards those which were initially expressed in the first year of Bachelor of Physical Education. As has been discussed, this could well be related to the resocializing influence of the school system, a differing attitude towards intensive competition acquired in the Education Faculty, or an example of role distance during the fourth year in the Physical Education Faculty. As the Education Faculty presumably express similar attitudes towards intensive competition for children as the Physical Education Faculty, this possibility could be discounted. The remaining two possibilities would appear to be valid, the degree to which each was reflected was not revealed in this study. If the change in attitude was a result of contact with the school system during the Professional Diploma After Degree year, it is apparent that this resulted in a rapid change of values from those of their chosen profession. This, therefore, would tend to indicate that the values which the fourth year Bachelor of Physical Education students expressed were not internalized, and that the respondents were responding according to their perception of the profession's expectations of them, using a conscious manipulation of the role.

Hence, the students in the Professional Diploma After Degree program, having been placed within the socialization context of the school, were able to perceive the school's and client's expectations of them and fulfill the required role and its values which were manifested in their attitudes. This possible explanation is further supported by the absence of any important degree of change in attitude, on the part of the physical education teachers; their attitudes being very similar to the Professional Diploma After Degree students.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study sought to discover whether the professional socialization of physical education teachers in a particular socialization context, inculcated attitudes which differed from those which were expressed during the first year of the formal training period. The phenomena to which these attitudes were related was the desirability or lack of desirability of intensive competition for children between the ages of six and twelve years. This phenomena was selected as professional journals, physical educators and writers in related areas have expressed the belief that persons who have successfully undertaken physical education training, will be better equipped to guide this type of competition in a direction which is desirable, or in the best interests of the children involved.

The attitudes of four populations were obtained; first year Bachelor of Physical Education students at the University of Alberta, fourth year students in the same program, graduates of this program who were undertaking the Professional Diploma After Degree program to obtain certification to teach and graduates of both programs who had been teaching physical education within the Edmonton area, for three to five years.

The instrument used to obtain the attitudes of these four groups was an attitude scale, designed by McCue (1951) and revised by Scott (1952). Responses of each of the four groups were compared to determine whether differing attitudes were expressed by the groups, and, whether any differences could be considered to be important. Important differences between the groups were revealed and these differences were assumed to be the result of changes in attitudes which took place during the process of professional socialization.

However, these differences in attitudes could be attributed to other factors related to the basic underlying assumptions of this study. These assumptions were that the two university faculties involved retained a constant policy of objectives during the formal training phase of professional socialization for a period of nine years; that the staffs of these faculties remained constant in their attitudes towards intensive competition; and that the environment and policy within the two school systems remained unchanged over this period of time. If these assumptions were invalid, it is possible that the differences in attitudes which were revealed, were related to this factor.

CONCLUSIONS

The results of this study indicated that the assumption, that the attitude of physical educators towards an important issue such as intensive competition for children between the ages of six and twelve years, do differ at varying stages of professional socialization. These differing attitudes at four stages of professional socialization indicated a change of attitude as a result of this process.

Specifically, the results revealed that:

1. All groups, with the exception of group two, the fourth year Bachelor of Physical Education students, expressed a favorable attitude towards this type of competition. Group two indicated that they considered this type of competition to be undesirable.

2. Examination of the differences in attitudes expressed by the four groups, disclosed that group two perceived this type of competition as being undesirable, while group one considered it to be desirable. A considerable difference was consequently revealed between the attitudes of these two groups. The differences in attitudes between group three and group two were also considerable, as group three expressed a favorable attitude towards this type of competition, while group two declared an unfavorable attitude. The population of group four expressed a slightly more favorable attitude than the population of group three, both groups alluding to the fact that they considered this type of competition to be desirable.

3. The attitudes expressed by males and females in each group, revealed that the males considered this type of competition to be slightly less desirable than the females in group one. Group two females declared a less favorable attitude than the group two males,

whereas the group three females revealed a more favorable attitude than males, as did the females in group four.

4. Examination of the attitudes of the male populations within each group indicated that the group one and two males, expressed in their responses, a favorable attitude towards this type of competition. The males in group two were considerably less emphatic than the males in group one as to their favorability. The attitudes expressed by the males in group three and group two indicated favorability, those in group three displaying a slightly more favorable attitude than those in group two. The males in group three and four both indicated that they considered this type of competition to be desirable, with little difference in attitude, the difference which did exist indicating increased favorability in group four.

5. Analysis of the attitudes of the female populations within each group revealed that there was a very considerable difference in attitude, group two females expressing a high degree of unfavorability and group one a considerable degree of favorability. The females in group three declared a favorable attitude towards this type of competition, while the females in group two displayed an unfavorable attitude, the differences in attitude between these groups being considerable. Within group four the female population expressed a less favorable attitude than the females in group three, the differences being slightly important.

The differences in attitudes between the four groups, each at varying stages of professional socialization, affirmed the inferences of the profession, that physical education training results in attitude changes which subsequently could render these individuals more suitable to supervise, coach and administrate intensive competitive situations for children between the ages of six and twelve years. This assumption, however, would be valid only in professional socialization contexts in which the desired attitudes and values were presented and internalized within the aspiring physical educator. The results of this study indicate that differences in attitudes exist, and while it might be assumed from the attitudes expressed that these physical educators had acquired or had been exposed to, an understanding and appreciation of the problems which the profession perceive in this type of competition, it cannot be concluded that they will fulfill the expectations of the profession. The results indicated, that having completed the formal training phase, the attitudes of students reverted towards formerly held attitudes although the influence of this phase of socialization remained evident. Hence, the inferences of the profession as to the necessity for professional training were shown to be valid, although the degree of internalization of the role and its manifestations in the form of attitudes, were apparently not substantial.

RECOMMENDATIONS

Within the area of the professional socialization of physical educators, particularly those who aspire to enter the teaching profession or to be involved with children in sport, there have become apparent from this study, the following recommendations.

1. In order to reduce the resocialization effect of the school system and other potential resocializing agents, the significance and importance of professional associations and the profession as a normative reference group should be stressed during the formal training period.

2. More emphasis should be placed during the formal training phase of professional socialization upon the acquisition of attitudes, beliefs and standards which are considered by the profession to be important. If the attitudes frequently expressed in professional journals by professional associations and prominent physical educators, with regard to intensive competition for children, are in the best interests of the clients, then perhaps a better understanding of the client's needs and attitudes is required. Such an understanding would render these professionally held values more greatly appreciated and more completely internalized by physical educators. Vollmer and Mills (1966) posed the question when they queried

> During the formal education process at professional school, is there a failure in the client centred professions to provide adequate training in understanding client attitudes because of a preoccupation with the mechanics of the occupation (p.224-225)?

3. An inaccurate perception of the physical educator's role and the physical education profession, appears to have been acquired during

the anticipatory stage of professional socialization. This seems to be unavoidable in the social context in which this perception is acquired, as the role model of the profession, the physical education teacher, must fulfill the conflicting role expectations of physical educator and coach. Role conflict arises as the result of the expectations of schools and clients expectations to the effect that a coach must produce successful teams. Hence the most visible role of the physical educator in this situation is that of coach.

To overcome this problem, the educating of physical educators with a stronger sense of responsibility to the beliefs, attitudes and standards of the profession, would presumably result in them adhering to such standards, when acting as a coach. This would eventually result in aspiring physical education students developing a different perception of physical educators and the physical education profession.

4. It would appear that female competitive sport may provide a different perspective and hence, study of this area could provide valuable information concerning competition in sport.

5. The male sports attitudes and values appear to dominate in the professional socialization of both male and female physical educators during the formal training period. A more equal contact with both viewpoints would overcome this situation.

6. Greater emphasis on desirable types of intensive competition for the six to twelve year age group, based on the client's needs, should be presented during the formal training phase.

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APPENDIX

ATTITUDE SCALE

ATTITUDE SCALE

PLEASE READ CAREFULLY

Directions

In the last few years an increasing number of comments regarding the outcome of athletic programs for children between 6 and 12 years have been expressed by many sources. It seems very worthwhile to attempt to determine what you as prospective physical educators or members of the physical education profession feel about the participation of this age group in team sports involving intensive competition. Will you please assist us in achieving our objective by marking your answer in relation to the appropriate statement.

By intensive competition in team games for this age group, we mean those programs which follow a regular schedule with other teams in the city or surrounding areas and which culminate in championship play-offs.

We would like to have your personal reaction to each statement as it is presented. Do you agree or disagree with the statement? In going over these statements, it may be helpful to check each one in terms of children you know or your own children. Even if these children have never participated in intensive competition, what do you think the effects would be? Indicate your own opinion of the statement by circling the appropriate number on the answer sheet. The numbers represent the following code:

Strongly Agree	Agree	Neutral or Indifferent	Disagree	Strongly Disagree
1	2	3	4	5

Use three only if you neither agree nor disagree with the statement. If you agree slightly with the item, circle the 2; if you disagree slightly, circle 4.

Please go quickly through the items and respond to each item as you go along. Your first impression is best for this purpose and we should rather not have you turn back to make a second decision.

There is no correct or incorrect answer to this set of items. We should like simply your personal opinion. Remember, check each item as to whether you personally agree or disagree with the item with regard to intensive competition in team games.

Items on Intensive Competition in Team Games for Children Aged 6-12

1. This type of competition generally promotes community spirit. (P.R.)
2. Participation develops physical fitness in most individuals. (Ph.)
3. Participation gives most individuals self-assurance. (P.D.)
4. Winning and losing in this type of participation helps to prepare most individuals for competition they meet in daily living. (H.)
5. Participation helps to train most individuals to face the problems of everyday living. (P.D.)
6. This type of participation enables most individuals to work off emotional tensions. (P.D.)
7. Participation in this type of competition often leads to acceptance of the fact that one must play "rough" if the opponents are rough. (H.)
8. This type of competition is an illustration of the tendency to force children into adult patterns of behavior without concern for their emotional or physical development. (Ph.)

9. Participation gives most individuals a high sense of self-respect. (P.D.)

10. Participation tends to put most individuals in a state of emotional upset for a long period of time. (P.D.)

11. Participation gives most individuals an appreciation for a job well done. (P.D.)

12. The experience of this type of participation develops many individuals as leaders. (P.D.)

13. Most participants learn to respect any individual who has skill, whether opponent or team-mate. (H)

14. The excitement of the spectators is an emotional strain for many of the participants in this type of competition. (P.D.)

15. Most teams cannot afford the equipment and facilities necessary to make participation in this type of competition relatively safe for their players. (S.)

16. Participation gives most individuals mental relaxation after the pressure of a game is over. (P.D.)

17. After individuals have participated in this type of competition they are more likely to want to participate in sports for the rest of their lives. (R.)

18. Participation gives most individuals a sense of good sportsmanship. (P.D.)

19. The skilled person needs this type of participation in order to stimulate him to develop his physical skill still further. (Sk.)

20. Participation in this type of competition helps to train most individuals to form realistic outlooks and aims. (P.D.)

21. Some coaches will take the chance of playing a child without knowing his health status. (S.)

22. This type of competition trains children to become better players for the high school interscholastic program. (Sk.)

23. Competition in this age range gives the children a chance to specialize in one activity. (Sk.)

24. The ingenuity of most individuals is increased through competition. (P.D.)

25. Participation presents no greater danger of accidents than other phases of daily living. (S.)

26. Through participation most individuals gain in mental alertness. (P.D.)

27. Participation makes most people feel that they are accepted by society. (H.)

28. Most players have limited opportunity to show initiative in the game situation. (P.D.)

29. Participation in this type of competition gives most individuals an enjoyment of participating in activity. (R.)

30. Most participants are happier and better adjusted individuals than non-participants. (P.D.)

31. Participation gives most individuals the ability to be at ease before the public. (H.)

32. Participation helps most individuals acquire good manners which carry-over into phases of everyday living. (P.D.)

33. Participation helps most individuals to discover what is needed to improve their own physical skill. (Sk.)

34. Through participation many players learn to evade the rules of the game. (P.D.)

35. This type of competition seldom promotes any interest in all the rest of a school's program. (P.R.)

36. Participation trains most individuals to profit from criticism. (P.D.)

37. Most individuals are aided in strengthening their ethical code by participation. (P.D.)

38. Most spectators get some enjoyment from humiliating their opponents through overwhelming defeat. (P.R.)

39. Participation often leads to unnecessary injury. (S.)

40. Participants tend to value accomplishment only if it is recognized publicly with prizes and similar awards. (P.D.)

41. Participation teaches most individuals to work for what they get. (P.D.)

42. Participation teaches most individuals to win without boasting in public. (H.)

43. This type of participation usually trains one in good health habits. (Ph.)

44. The children would not have time for a varied physical education program if they have intensive competition in elementary school. (R.)

45. Participation gives many individuals a feeling of inferiority if beaten often. (H.)

46. Participation teaches most individuals how to behave in other social situations. (H.)

47. Many spectators of this type of competition express feelings of antagonism toward the opposing side. (P.R.)

48. Danger of injury is a serious drawback to this type of activity. (S.)

49. Participation teaches most individuals to respect the rights of others. (H.)

50. Participation teaches most individuals to carry through in face of hardships. (P.D.)

51. This type of competition generally results in spectator control of sports. (P.R.)

52. This type of competition promotes a desire for greater athletic skill in younger boys who admire the success of well-known players. (Sk.)

53. This type of competition teaches most participants how to build up their own good physical condition. (Ph.)

54. This type of competition is exploitation of children for the satisfaction of the adult audience. (P.R.)

55. This type of participation does little toward equipping a person with recreation skills for later life. (R.)

56. Participation places an undue amount of physical strain on many individuals. (Ph.)

57. Many children who have entered into this type of competition do not enjoy athletics unless they can play before a crowd. (R.)

58. Participation is an effective way to get acquainted with people from other communities. (H.)

59. This type of competition enables most individuals to develop reserve physical strength for emergencies. (Ph.)

60. Most participants in this type of activity receive some type of minor chronic injury which they retain through later life. (S.)

61. This type of competition seldom helps to promote the whole program of physical education. (P.R.)

62. This type of participation trains most individuals to consider their opponents as their enemies. (H.)

63. Participation helps most individuals to set a goal and follow it. (P.D.)

64. Developing the skill and strength needed for this type of participation "burns" most individuals out physically before they get to college. (Ph.)

65. Participation teaches most individuals to get along with people in the game situation and in many other aspects of life. (H.)

66. Participation gives many individuals an exaggerated idea of the value of their skill. (P.D.)

67. Through participation most individuals learn to control their temper. (P.D.)

68. Most highly skilled individuals get more fun from this participation than from any other type of physical activity. (R.)

69. This type of participation stimulates most individuals to give their best possible performance. (Sk.)

70. Most people who reach the skill level necessary for this type of participation are not willing to participate in any other athletics in which they do not already excel. (R.)

71. Participation teaches most individuals to be modest. (P.D.)

72. Most participants improve their skill in getting acquainted with strangers. (H.)

73. To develop the great degree of athletic skill required by such competition more time than should be given to one activity is taken. (Sk.)

74. Participation trains most individuals to make quick decisions and responses when movement is called for. (Sk.)

75. This type of competition often causes a disregard for the rules of the game. (H.)

76. This type of competition encourages better performance from all children because everyone wants to "make the team". (Sk.)

77. Participation helps to train most individuals in accepting rules of the majority. (H.)

78. Most participants in this type of activity learn how to protect themselves from the bodily harm of falls and minor accidents. (S.)

79. Injuries in this type of competition are often exaggerated because they make good news items. (S.)

Designations:

P.D. - Personality Development
H. - Human Relations
Ph. - Physical Development
Sk. - Skill Development
P.R. - Public Relations
S. - Safety
R. - Recreation